

Headmaster's Diary

Part two: advanced administration methods begin to have an effect on Candlewick Comprehensive



I believe Cecil Stonejaw has applied for one or two deputy headships.

The end of my first week at Candlewick Comprehensive. The staff are showing an enthusiastic response to my new methods. Arnold Bogwin, the first deputy, says that 48 staff have signed up to sit on the committee to consider my suggestion for a new procedure in assembly. Really, I only wanted to change round the order of notices, but it's gratifying that the spirit of co-operation is there.

The other deputy is Sybil Fordyce. She seems reluctant to give up her welfare and adopt the management team concept. I shall have to send her off on a course. My administrative load is increasing, now that I've ordered my secretary, Mrs Snode, to bring in all the post and not keep half of them to deal with herself. My

predecessor, old Charnage, left her to write standard replies to most of the letters, including important county circulars on such interesting topics as the safety and fire regulations. I have ordered a dictating machine to help me cope with the extra burden.

This morning I went to a meeting at county hall to discuss the new monitoring system for English and mathematics. It looks as if Candlewick will be selected as a trial school for the tests—a signal honour! The CEO took me aside during coffee, and said he thought my interest in management techniques would ensure I would organise it efficiently. I am proud to play my part in developing these valuable new initiatives. As I left, Smithson of Bogleshorpe Compre-

hensive—just down the road from us—said, "Well, Dr Snelleroff, I suppose you've agreed to be the guinea pig for this new system?" I do not know how he could have found out. I am sure he is just a bit envious.

This afternoon the resource centre at last turned out all the new questionnaires I have designed for staff—the Personal Role Assessment, Tabulation, or PRA, for short. This seems a conveniently succinct abbreviation, and Arnold Bogwin was plainly delighted when I suggested it. I made Mrs Snode drop everything and put them in the staff pigeonholes straight away. They should provide most valuable information.

Had a phone call from Rona, who said the secretary of the Wine-

makers' Circle had called round to ask me to go on the committee. I'm so glad I kept back a bottle of the 1976 pinot when we moved. It does give a bad impression to visitors if I am seen with a glass or two after supper tonight. It will make a cosy evening—I do hope she's not off to another play-group coffee session.

I'm getting to know more of the staff. The head of history, Mr Stonejaw, keeps on to me about history across the curriculum. I've asked him to put his ideas on paper—the HMs are always very keen on that. I believe he's applied for one or two deputy headships. I shall ask Sybil Fordyce to expand the staff library, so that they can keep up with developments. All they seem to have is the Newsom report and the Good Book Guide.

After school I decided to stroll across to the staff room and make myself available for informal chat. There seemed to be a great deal of laughter going on, and as I opened the door I ducked my head in time to miss a paper aeroplane thrown by Cecil Stonejaw. I gave a light laugh myself, and went to pick it up and sportily throw it back. But he rushed across to get it, and for a moment I thought it had been made from one of the new questionnaire sheets which all the staff had in their hands. But I think I must have been mistaken.

A visit this morning from Rollo Swaveley, the assistant education officer in charge of the new county tests for English and mathematics. Delighted to learn that we shall be the first school in the county to try them out. I brought Arnold Bogwin, the first deputy, in on it so that he could hear the details. Arnold asked what the purpose of it was, which seemed to me a superfluous question when we all know how important these schemes are. Rollo gave a superbly articulate answer, as I had expected, and pointed out that schools with low scores would get the benefit of special advisory help and extra resources. At this Arnold asked, "What are the benefits for schools with high scores, then?" I intervened and explained to Arnold that it all helped to make schools more accountable. Rollo seemed pleased that I had cottoned on so well, but left immediately. I feel sure he will put in a good word for us at the office.

After lunch the new dictating machine arrived. I was just helping Mrs Snode put the plug on when there was a tap at the window and Councillor Dimpickle, the chairman of governors, looked through. He runs the Greenfinger Garden Centre in Candlewick. I was busy at my desk by the time he came round, just passing, he said. "I've dropped a load of old narcissus bulbs round by the pavilion. Get the caretaker to stick 'em in the borders." I started to explain that caretakers do not do these things nowadays, but he went off out again. I was annoyed to see a row of delinquent fourth-

years lined up in the hall, and I could hear Arnold shouting away at someone in the medical room. It does give a bad impression to visitors if I am seen with a glass or two after supper tonight. It will make a cosy evening—I do hope she's not off to another play-group coffee session.

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Next week

David Mitchell traces the history of the Jesuits' involvement in education. Books and arts: Brian Tisdale goes on a tour of the summer's art college and fashion shows. Brian Tisdale goes on a tour of the summer's art college and fashion shows. Brian Tisdale goes on a tour of the summer's art college and fashion shows.

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Retraining scheme runs out of cash

Money to finance the Government's special scheme to attract people to train as maths and science teachers has been used up. Applicants are now being refused the incentive grants for the scheme which was advertised nationally as a special measure to fill the shortage subject teaching vacancies in secondary schools. The lack of any more cash is hitting mature people wanting to enter the teaching profession. Serving teachers wishing to retrain have so far all been accommodated. Sarah Hayliss reports.

Potential teachers rejected

At least 60 mature people keen to train or retrain as teachers of shortage subjects, including maths and science, have been turned away from the Government's national funded scheme because cash for grants has been used up.

The scheme which provides a basic grant of £63 a week to graduates and others who are qualified and aged over 28 for studying a postgraduate certificate of education course has allocated more money and more awards for this autumn than in its four years of existence.

It was set up in 1977 by the Labour government and this year the scheme has allocated £1.6m in grants and awards. Last year it was a much lower take up of funds with only 480 being filled. 30 and 640 awards were granted in the previous two years respectively.

News that the scheme administered by the Manpower Services Commission together with the Local Government Training Board—has been far outstripped by demand came just one week after the DES confirmed its intention to give a £300 tax free bonus to students of maths, science, craft and technology who are willing to teach after they have qualified.

That plan which would be implemented at the earliest in late 1991, would cost about £1m for up to 1,000 students.

A spokesman from the DES, who advertised nationally for applicants for the scheme earlier this year, said: "We are glad that many people have come forward to apply. We have been able to sympathise with those who are disappointed but additional resources to support them are just being found."

The DES added that unsuccessful applicants should seek advice about other routes into the education authority.

Mrs Pay Latham, a graduate of the College, Cambridge, with a second class honours degree in chemistry was one of those who received a circular letter from the training board this week saying that no more funds were available. Mrs Latham had applied for a grant to take up a place on the PGCE course at Leeds University.

Mrs Latham is 33, with two sons aged six and seven. She said: "I do feel very disappointed and rather annoyed. From recent publicity I thought I would get a training board grant as a matter of course. I've had my family and I'm looking for a career with a future. I must be a good bet for teaching compared with someone who has only just graduated."

A spokesman at the Association of County Councils said he was "delighted to hear the scheme has been so successful this year. The ACC and its counterpart the Association of Metropolitan Authorities had produced a letter in early January encouraging authorities to second underqualified teachers to the scheme and to attract new candidates to the profession."

Military' prizes under fire

Richard Garner

Headmaster's attempt to encourage three soldiers who offered service by donating school prizes to them has caused trouble.

Headmaster, Mr W. H. Strachan, North Yorkshire education authority three prize funds of £1,000 each to commemorate three Guardsmen—one of whom was a brother who had died in service.

The prizes—to be offered to the three soldiers—were to be named after the Guardsman Stanley Smith, another to be named after Corporal William Dobson, VC, and the third to be the Guardsman Henry Creighton prize.

However, members of the education committee are worried about the "militaristic" and have held off accepting the offer until they have discussed ways with Mr Strachan of avoiding any military reference in the prizes.

Mr Brian Flood, the chairman of the education committee, said: "There were quite young school children concerned. The proposal went unanimously through the schools sub-committee although I think there may have been one or two people against it at the education committee."



We are not amused: one small resident of Bexhill, Croydon, Sussex, takes reluctant charge of the 'Supersonic Fun Bus' at Gatwick airport. The 20-year-old double-decker was custom built as a play centre by British Caledonian Airways engineers and donated to Croydon Borough Council by the Girl Guides Association, who bought and refurbished it. The bus, which contains a kitchen, toilet and playhouse, will be used as a playcentre for over five in the area.

Traders ban school sale of uniforms

by Bob Doe

Schools in Mid Glamorgan have been told to stop selling uniforms direct to pupils after complaints of unfair competition from local traders.

The education authority has received several complaints from local school suppliers that schools are selling uniforms direct to parents at inflated prices using the "moral blackmail" that this helped school funds.

Mr Philip Squire, education committee chairman, said schools were operating outside the local rules on the supply of "distinctive clothing". These rules were designed to ensure parents were not at the mercy of a single supplier.

Parent-teacher associations in some schools were selling uniforms and "exploiting parents", he said. In one case a school sweater was being sold at £3 more than it could be bought in local shops.

The authority is sending out circulars to schools to ensure that this did not continue, though Mr Squire accepts that any stocks may have to be run down. "It is in both the ratepayers' and the parents' interest to prevent this exploitation," he said.

The traders complained that they were being left with large stocks on their hands and that one school had even changed its uniform without telling them. Questions have also been asked about the legality of what the schools were doing.

School tuckshops have also been clamped down on in Mid Glamorgan to preserve the jobs of dinner ladies. After school dinner prices went up, local shops and school tuckshops started to do well, while the demand for school lunches fell away. School tuckshops may not now open until after lunch.

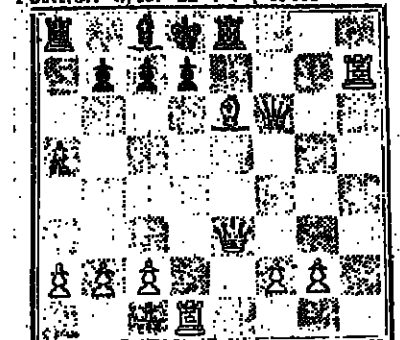
This week

Employers give CSE low marks	3	The road from Prague to Oxford 11	
Who are the Iranian students?	3	Impact of the Jesuits 14, 15, 19	
How teachers' pay negotiations could change	4	The end of Finniston? 7, 9	
The pupils who can't find France 5		Flamboyance in photography 21	
		Comment 2	
		Platform 2	
		School to work 7	
		Science Diary 9	
		Overseas news 10, 11	
		Letters 12	
		Features 14, 15	
		Review 16	
		Arts 17, 18	
		Books 19, 20	
		Resources 21	
		Talkback 23	
		Headmaster's diary, maths teasers and crossword 32	
		Life of Freud 24	
		19 Classified 24	

Chess

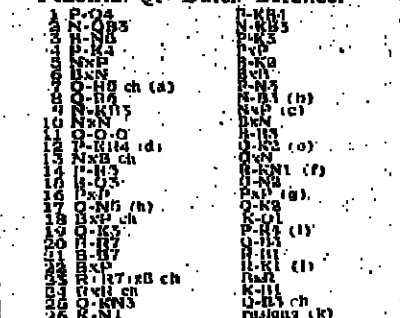
Weakening the King-side. There are some openings for White, and some defences for Black, that go all out for the attack but of necessity involve the risky process of weakening the King-side. Such openings and such defences are not for the meek in spirit but demand a capacity for taking risks and for vigorous conducting of the attack or counter-attack. These lines may bring in rich rewards but, to borrow a phrase from the Stock Exchange, they are not for widows or orphans.

If you feel both to take such dangerous paths, by all means play more quietly and choose safer methods. In so doing it is true you will never set the Times on fire; Position after 22... R-K1



but in fact setting things, especially great rivers, on fire sounds to me to be terribly and fearfully dangerous. The sort of openings and defences that go all out for the attack but of necessity involve the risky process of weakening the King-side. Such openings and such defences are not for the meek in spirit but demand a capacity for taking risks and for vigorous conducting of the attack or counter-attack. These lines may bring in rich rewards but, to borrow a phrase from the Stock Exchange, they are not for widows or orphans.

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(a) A new move, played so as to weaken Black's Kingside pawn structure. The usual move is 7... N-KB3.

(b) 8... BxP; 9 O-O-O also yields White excellent attacking chances.

(c) After this capture Black runs into all kinds of trouble. Better was 9... Q-K2; 10 N-B3 ch, Q-N1, O-O-O, P-N2.

(d) The assault on Black's weakened Kingside commences; the energy with which White attacks is truly admirable.

(e) A waste of a move, but his position is no better after 12... P-N3; 13 B-N5, P-QB3; 14 B-B6.

(f) A trap, since if now 5 QxP, R-R1; 16 QxP ch, QxQ; 17 PxQ, R-R1 and Black wins.

(g) 16... Q-O-O ch would have kept the game going longer for Black, but would have left him with a lost ending after 17 RxQ, PxP; 18 BxP ch.

(h) Threatening 18 R-R6, K-B2; 19 R-Q1-R1.

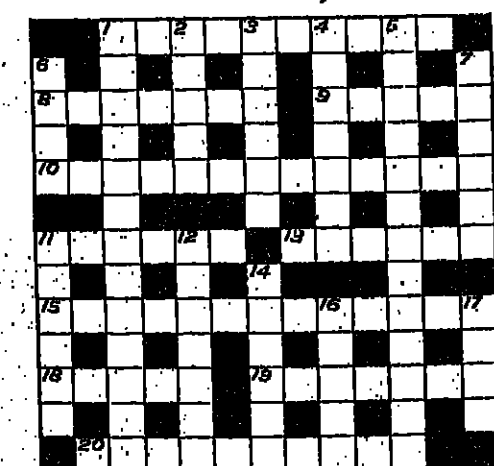
(i) 19... RxB loses at once by 20... R-R8 ch.

(j) In reply to 22... P-Q3; White intended playing 23 RxP ch, PxR; 24 Q-N6 ch, K-R1; 25 Q-N5 ch, K-Q1; 26 R-Q7 ch, K-K1; 27 Q-R5 ch, R-B2; 28 RxR, QxB; 29 R-N7 ch, K-Q1; 30 Q-R4 ch, with 31 QxR to follow.

(k) 26... Q-R8 ch; 27 R-Q1 dls ch would have been a fitting and beautiful end to the game.

Harry Golombek

Crossword No 1, 199



Across

1 Pursuit by news hound (10).

8 Burgundian thirst quencher (7).

9 Such elements would be the A B C of tracking (10).

10 Tree for the rejected lover of Patience (7, 5).

11 Laid low in the house (6).

13 Musically it's usually tops (6).

Down

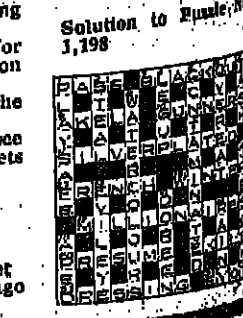
1 Hot or cold, yet potted nine days ago (5, 8).

15 Lent the morning after (6, 7).

18 Final alternative for a royal consultation (10).

19 An upset about the ballet (7).

20 It's their job to see that information gets round (10).



Go to work on a lawnmower

When the Finniston report on the engineering profession was published in January, most of its recommendations must have seemed utterly remote to all but a specialized audience. Apart from the now shop-soiled education, more mathematics and science teaching, and closer school-industry links, it had little of direct relevance to teachers. It certainly had nothing to inspire them with, any radical new appreciation of the profession, on which society's attitude to the profession must in part ultimately depend.

So the decision by Sir Keith Joseph (page seven) to reject the committee's proposal for a statutory national engineering authority, and substitute a voluntary chartered body may appear at first glance a bureaucratic detail of the most trifling sort. The reality is quite different. An independent statutory authority, with power to take on the entrenched interests of the professional institutions, the universities, and the employers, was Sir Monty Finniston's central and pivotal recommendation.

It was to be the "engine of change" which would be capable of "overcoming the apathy, inertia, and resistance to change" among all those with an interest in the education, training and employment of professional engineers.

What Sir Keith has offered instead is an engine that would not be out of place on a lawn mower, and he appears to have done so for the most craven reasons: he seems to have bowed before the heavy lobbying of those various bodies whose vested interests the authority was designed to challenge. At a stroke he has endorsed the status quo, and has in effect all but rejected the report in toto. While the Government has allowed manufacturing industry to be blasted by a monetarist hurricane, it has fanned one of the best opportunities of the century to make a lasting contribution to its long-term recovery.

Of course it is easy to over-estimate the effectiveness of any statutory body: the supreme need is to change society's valuation of engineers, so that enough young people of high calibre consider it as a qualification for a career, and not just a public nuisance. The promise of professional engineers and use them profitably.

Like race relations, you may not be able to change people's attitudes by legislation but you can create a body that will exert influence in one direction over a period of time. Simply re-naming professional engineers will obviously not sway the public from confusing them with manual workers. But a

There are signs that the longstanding American romance with state-provided education may be coming to an end. If it happens, it will have profound consequences for the American educational system, and the aspiration to equal opportunity that has been a vital underpinning for that system. It also has significance in the British setting.

Belief in the curative powers of American education was until quite recently real and substantial. The historical record—including provision for schooling incorporated during the eighteenth century in legislation charting development of the as-yet unexplored territories, and the spread of the state-run school during the nineteenth and early twentieth centuries—is clear. Universal education in a common setting was meant to bring together the son of the labourer and the son of the landowner, and so serve as the balance-wheel of the social machinery.

If reality always fell far short of hope, as indeed it did, the hope persisted nonetheless, growing rather more important during the past 25 years. Even as it struck down governmentally imposed racial segregation in the famous Brown decision, the United States Supreme Court spoke of education as "perhaps the most important function of state and local government." The impact of education on life chances made it particularly vital, the Court said, that education be made available on equal terms.

In the years after Brown, the coordinate branches of government took up the Court's lead. The federal Government, the newly empowered, inaugurated programmes of aid to aid the educationally disadvantaged, the limited-English-speaking, the handicapped, and other victims of discrimination. In the pedagogical garden, new theories of effective education for these youngsters sprouted like poppies, each enjoying its moment of full bloom. State and local governments also got into the act, dramatically expanding the level of resources supplied to education.

The payoff was widely felt to justify the expansion: better, and more genuinely equal, education would yield a better society. This vision also informed the British educational policy reforms of the sixties: the push for comprehensive education, for example, drew for support on the American experience with non-selective high schools, and the Urban Programme had its American counterpart in the so-called War on Poverty.

The American picture today appears markedly more bleak. American voters, who are used to approving tax increases for running public schools, no longer tend to be parents: whereas half of all registered voters during



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central body with the power to reject university courses that did not measure up ought surely to lead to better quality. This in turn would filter back to the schools, where it would soon become apparent that engineering was not some second rate science option for those with bad A levels.

Sir Keith's chartered body may turn out a surprise. It may prove capable of achieving such a degree of cooperation from universities, institutions and employers that the Finniston changes will go through with general agreement. The sun may also turn green. To a great extent any progress it may achieve will depend on the attitude and its relationship with bodies like the Council of Engineering Institutions, which does not seem to be substantially different from the new body in constitution or purpose.

Schools, meanwhile, are not excused from a strong responsibility to imbue their pupils with a respect for and interest in the practical challenge of building their own hovercrafts or aids for the disabled. But some teachers tend to dismiss these activities as time-consuming distractions, when they should recognize, as Sir Alex Smith argues (The TES, June 14) that it is just as vital for young people to be able to design and make things, as to be able to read and write.

Short-changing youth

Today's report on the serious and uneven nature of cuts in the Youth Service (page 8) shows up—as it was meant to do—the need for an urgent review of provision for youth. The promise to carry out such a review, with a view to possible legislation, was wrong from the Government when the Youth and Community Bill was finally sabotaged beyond recall last month, but nothing has so far been announced.

The report produced by the National Youth Bureau for Youth Service Partners (which includes other Community and Youth organi-

zations), gives us its main conclusion that cuts of the magnitude found "cannot fail to damage the fabric of the Youth Service". The danger of this is not just the loss of staff, clubs and projects which are needed most, but that in some areas especially there might sink so low that L.E.A.s could be removing any structure that could be built on in the future.

This is possible because, as the report emphasizes, there are no agreed standards of provision. Although the 1944 Education Act says that authorities have to provide services for young people, it has nothing further to say about the nature and extent of such services. So we have the contradiction of a statutory service without any mention of a statutory provision. The Youth and Community Bill was essentially designed to fill that gap.

One important factor to bear in mind, especially in the face of politicians with ambitions to cut costs and corners by tucking the bulk of the sector over to the volunteers, is the dependent nature of the partnership between the statutory and voluntary youth services. Volunteers use local authority grants and premises and paid staff, and the position is roughly the same in reverse.

There are few areas where one could work without the other. The youth service, with about 6,000 full-time staff, generates 300,000 part-time and voluntary workers, which sounds like a good record in cost-effectiveness. Unfortunately, as money gets shorter, the good working relationship between volunteer and paid staff is apt to give way to mutual suspicion; a project backed by the L.E.A. for one constitutes a threat to the other.

The biggest staff cuts are inevitably, as with teaching, in part-time staff. In the youth service this is perhaps especially damaging, because it is in these part-time sessions that staff work most directly with young people. It might mean that a club that used to open five times a week is down to two or three nights. There is also, of course, non-replacement of staff and already, in Leicestershire, Somerset and Cumbria for example, some redundancies.

This all coming when there are increasing demands on the youth service to support the Youth Opportunities Programme, through community service projects and counselling

agencies. Although the Manpower Services Commission can provide money to staff an approved community service project after local voluntary organizations or youth service partners have come up with ideas, they do not give any direct money to help these organizations keep going so that they are there to produce ideas.

On average, the youth service gets only 1 per cent of the education budget in L.E.A.s. Whatever it provides in the way of leisure activities or YOP support could well be regarded as preventive investment as well as a more direct contribution to individual lives. Young people left aimless on the streets cost much more if they fall into the hands of other services.

Impolitic governing

The case of the three Harrogate governors, removed from office in a way which the Local Ombudsman has now declared to be maladministration (page 4), is the sort of thing which gives political governors a bad name.

There is still a good case for making political appointments to school governing bodies—which the Taylor Committee recognized in spite of its proposals to give equal representation to other interests—if governors are to be an effective link between school and L.E.A. policy. But the constant cautious governor must always tread a careful path between what he or she believes to be the best interests of the school's pupils and direct political considerations. Once caucus decisions that have more to do with politics than education become paramount, there is a danger of landing the school on the wrong side of the path.

The winter of schoolkeepers' strikes presented sensitive problems to many heads and governors, but these were mostly handled with tact to avoid damaging confrontation. This was not so in Harrogate where the bewildered trustees, with caucus opinion in line, or even touch, with caucus cold and with no chance of explanation, Haringey may now come up with an appeals procedure for governors, which would be one positive gain out of the Local Ombudsman's investigation. But so far government action on school governors: to reduce the power of political governors; to do more is likely to be stepped up if local politicians do not exercise that power more acceptably.

No comment

"At the present time there were 947 children enrolled of whom 59 were boys, 510 girls and 78 falling of party leaders involved in an educational cruise."

otherwise impeccably liberal, and who would once have unified over the decision to take their children out of the state schools, and adopt an unashamedly rational calculus: determining only the school that will do the best job for their youngsters, and paying little heed to the importance of state school per se. The parents who would previously have led the fight for good publicly-provided education have consequently been lost to the system. Educational vouchers to subsidize private schooling would make such detriments financially far easier if a voucher plan is adopted, as it may well be in California, one can anticipate further deterioration of the state-run schools.

It exaggerates, but not by much, to envisage the state-run schools as catering exclusively to the offspring of parents, disproportionately poor and nonwhite, who lack the confidence to make choices for their children, or for that matter the experience of making the significant life-choices.

Taken together, these several aspects of the American experience yield a depressing, different understanding of publicly-provided education. A system historically viewed as the instrument for bettering the opportunities of all the society's children—and hence for strengthening the political and economic order—has begun to be seen as a order least light. Education in America has come more and more to resemble a welfare service for which the critical question is not how do Americans provide for themselves, but rather what are taxpayers and politicians willing to do for other people's children. Educational vouchers were like redistributing wealth to the poor. Education in America can only suffer from such a transformation.

This transformation has not, to be sure, been fully realized: it is tendencies, swirling in the wind, with which we are dealing, whose tendencies necessarily fragment state education on the sustained basis of the government and the commitment of the governed for its continuing vitality.

While the symptoms, the epidemiology of the peculiarly American, the epidemiology of the disease is not without relevance to our present, which seeks, on the one hand, to promote private education, and on the other, to promote private education, through the places scheme.

Professor Kirp is a professor at the University of California, Berkeley, where he is member of the Graduate School of Education and the School of Law.

Platform

Professor David Kirp detects a loss of faith in state education in the United States

Poor school system?



the fifties were parents, the proportion has declined to one in four today. That change in the composition of the voting population has had an impact on school financing: whereas two thirds of all proposed new tax levies were supported 25 years ago two thirds now go down to defeat. In addition, the passage by a number of states of legislation modelled after California's Proposition 13 limits the capacity of a local authority to raise property tax rates unless it can secure the support of an extraordinary majority. At the policymaking level, legislatures which once willingly gave general support to local authorities condition their aid packages with ever-stricter requirements. The prevailing stance of federal officials vis-à-vis their state and local counterparts is one which the new Secretary of Education is struggling to

NEWS

Abacus sums up Japanese economic success

Thousands of Japanese children can do addition faster than an electronic calculator with the aid of the Japanese abacus.

Plenty of 11-year-old Japanese can do 24 sums such as 358 x 59 in four minutes in their heads—thanks to the little wooden frame with its rows of beads.

And to show that the electronic calculator is not an oriental plot to enfeeble Western minds, and that the abacus is as much part of Japanese culture to be shared with the world as bonsai trees, Zen meditation and karate, Mr Norio Ohnoda is currently touring England, West Germany and France with pupils from the Ohnoda Abacus School, Tokyo, demonstrating their amazing arithmetical feats.

According to Mr Ohnoda, the numerical ability of the Japanese is the major factor responsible for Japan's incredible economic progress since 1945. And the abacus plays a large part in this. "Reading, writing and abacus" long having been part of Japanese life.

Though the calculator is now widely used in Japan, the abacus—of Chinese origin—is still very common in shops, banks and homes. It is quicker and easier than a calculator for adding and subtracting, says Mr Ohnoda.

Most Japanese children take after-school lessons in music, calligraphy or abacus calculation. There are about 30,000 abacus "schools" in Japan and nearly 10 million children a year enter the Japanese chamber of commerce abacus exams, he says.

Children from between five and 10 start their three to five year

abacus training, practising up to eight hours a week.

"This helps children a great deal, not only with their grasp of arithmetic, but with their works in the future," says Mr Ohnoda.

Mental arithmetic is then done by imagining the abacus moving the counters in the mind. Some children could handle "real big numbers" this way, he adds, such as 26,965 x 38,215.

They can qualify as "first grade mental calculation operators" by scoring 24 out of 30 on tests such as 265 x 47 and 46 x 395 in four minutes.

But there is more to it than getting your sums right. Mr Ohnoda says it is also a source of mental satisfaction in a modern mechanized world, just like the other Eastern arts.

Mr Ohnoda gives some practical advice



Mr Ohnoda gives some practical advice

Institute defends its courses

by Biddy Passmore

One of Britain's highest and best known teacher training institutes has reacted strongly to the suggestion that it should drop some of the subjects it teaches.

In a fighting response to a questionnaire from the committee examining the future of London University, the university's Institute of Education says that its recruitment is "increasingly buoyant", its quality of students high and the employment record for its graduates significantly better than the national average. But dropping any of the subjects it offers would undermine the comprehensiveness of its position, it says, and by narrowing the curriculum would have a detrimental effect on primary and secondary education.

The Institute also reflects the idea that because Chelsea College—another London University institution—specializes in maths and science education, the Institute should specialize in those subjects.

Rather than cutting back on the training of mathematics and science teachers, says the Institute, the university should be considering putting extra resources into these subjects to ensure an adequate supply of teachers.

The London University Committee on Academic Organization, chaired by Sir Peter Swinnerton-Dyer, Cambridge Vice-Chancellor, was set up last year to examine ways in which the university's courses and institutions might be rationalized. It follows in the wake of the Committee on Medical Education in the university, which produced a controversial report proposing sweeping changes.

However, this figure excludes the hundreds of private language schools and unofficial estimates have said the figure of 9,000 needs to be doubled to get any accurate measure of the number of

'Nameless' demonstrators are genuine students says official

by Hilary Wilec

The sixty four Iranians held in custody after violent clashes with the police during a demonstration outside the American Embassy are all genuine students, says the Iranian education department in London.

"They are PhD students, post-graduates, things like that. When they give their names you can check with their universities," Mr Ahmed Anousheh, head of the education department, said.

He denied reports that the Iranian Government is channelling money to student protesters to cause disorder in Britain, but refused a request by the TES to talk in detail about Iranian students here.

There are about 25,000 Iranian students in Britain, says Mr Anousheh. This figure is far higher than either official or unofficial British estimates.

More than 9,000 Iranians were studying in British colleges and universities in 1978-9, according to DES figures, 11 per cent of all overseas students and the second biggest national group after those from Malaysia.

Many were in further and higher education colleges, while the majority studying at universities and polytechnics were taking post-graduate science and technology courses.

However, this figure excludes the hundreds of private language schools and unofficial estimates have said the figure of 9,000 needs to be doubled to get any accurate measure of the number of

Iranians studying here.

Whatever the number, it is dropping. In March tighter immigration rules were introduced. Incoming students have to provide evidence of their place on a full-time course of daytime study more than 15 hours a week between 9 am and 6 pm and their ability to maintain themselves and their families. In May it was made necessary for Iranians travelling to any EEC country to have a visa.

Language schools have felt the pinch. Many report their Iranian intake is down by three quarters on last year and a couple of schools which relied almost solely on students from Iran have had to close down.

There is evidence that some Iranians are only taken students, although large numbers of these are State supporters, whose families are urged to get money out of Iran in time, or students who came here under the old regime, and now use a label such as language school student simply as a means of not going back to the uncomfortable and puritanical new Iran.

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'Stop rowing in front of the children'

by Richard Garner

Teachers, like parents, should not row in front of the children. Nor should they, have too many disagreements in the privacy of the staffroom if they want strong discipline in their schools.

A united approach on discipline is as essential between teachers as it is between mothers and fathers, according to Mr John Vennell, assistant education officer (school support services) with the LEA.

Mr Vennell, writing on juvenile delinquency and staffroom politics in the latest issue of the Assistant Master and Mistresses Association Journal, says "Unusually behaviour by children is not helped by mutual recriminations amongst the staff."

Where these matters or matters concerning curriculum cause the sharp dissension that political issues can cause, then the gravitation within them must be tempered with the influence of the school upon its pupils.

"Similarly, politics should take a back seat, not the one near the fire. The regular picture of teachers marching under banners is a dis-



Scientists deny classroom cruelty

A claim that "millions of animals are dying and suffering unnecessarily" in biology classrooms was denied by the Association for Science Education this week.

The accusation came from Mr David Paterson, chairman of the Humane Education Council at its conference in Sussex. He said children were taught to be insensitive and that during his 15 years as a secondary school teacher he had been appalled by the kind of teaching he had seen.

Children were allowed by law to stick needles into frogs' bodies and one science course involved 11 and 13-year-olds examining a recently killed pregnant rat.

Describing Mr Paterson's speech as representing "an extreme point of view", Mr John Wray, spokesman for the ASE and a member of the Royal Society's Biological Education Committee, defended dissection in sixth form biology classes.

Unnecessarily over dissections in school was one of the reasons given in court this week by a father who wanted to educate his daughter at home. John Phillips, 38, who won his case, said his family was strictly vegetarian and his daughter would be unhappy with dissections in biology lessons.

Employers ignore CSE, says survey

Employers take virtually no notice of CSE results, suggests a survey carried out in the East Midlands.

The inquiry, carried out at Leicester University for the East Midlands CSE Board, concludes that CSE results come too late to be of any use in selecting school leavers for jobs, that employers understand little about the CSE grades and modes and that employers anyway are much more concerned about basic literacy and numeracy.

Reporting the survey in the last edition of the Journal The Vocational Aspect of Education, Miss Elaine Freedman of the university's School of Education, says the interviews with 12 key employers in the area and a similar study of 51 employers in Coventry make it clear that CSE results are rarely used for job selection.

In some cases, this was because the results came out too late but in others it was because employers gave little weight to CSE compared to GCSE.

Only one employer in her survey thought CSE had "done a good job" while others said it should be scrapped or referred to it as "the mark of doom". Many did not realize grade 4 represented the average regarding it as a "very inferior" grade.

Marks and Spencers had the most positive attitude to CSE. "The staff managers at the store saw the pass (irrespective of grade) as evidence of tenacity and hard work and that that student gaining acknowledged that a student gaining eight CSE passes might well have expended considerably more effort than one acquiring only one GCSE pass."

The survey was intended as a pilot for a wider investigation of employers' attitudes to CSE, but usually, Miss Freedman concludes that further research at the moment would be a waste of time.

Further action should be taken when plans for the new 16 plus were clearer and when employers could be consulted about what they would like from it. They would be more likely to respect qualifications they had had a part in creating, she says.

The Vocational Aspect of Education, Volume XXXI No 80.

Call for inquiry after gas sniffing death

Birmingham education officials have called for a report on the death of a 15-year-old schoolgirl thought to have died after sniffing butane gas at an elderly woman's home.

The woman's home was regularly visited by girls as part of a "help your neighbour" school scheme.

The girl, Sharon Timby, a pupil at Natchy Secondary school, was not herself on the list of pupils on the visiting list. But West Midlands police have interviewed several other pupils at the school after finding Sharon's body in the house. It was lying next to a butane gas cylinder, aimed at those used for refuelling cigarette lighters.

NEWS

Shortage only part of problem

Maths: those who know often cannot teach

by Bob Doe

Maths teachers who know their maths often do not know how to teach it, local authority advisers and inspectors have told the Government enquiry into school maths.

In its evidence to the Cockcroft Committee, the National Association of Inspectors and Educational Advisers says the shortage of trained maths teachers is much more serious than is widely recognized.

In many cities, more than half of the maths teachers have had no training in the subject and the position in the counties is "just as disturbing".

But the high proportion of non-specialists teaching the subject was not the whole problem. "Even specialists have an inadequate range of teaching methods,"

Many experienced maths teachers lacked class management skills,

especially in the conduct of oral work.

"Most regrettable", according to the association, is the neglect of teaching methods in some of the crash courses recently set up to retrain teachers for maths.

Shortage of money and the high cost of textbooks struck particularly at mathematics where books were in daily use at home as well as in school.

The NAIEA admits that less time is spent in primary schools nowadays on computation because the primary curriculum has been broadened.

"Rather than seek to reverse this, we would prefer to see it recognized that basic skills may remain for the secondary schools to develop in as much as a third of each age group."

Further education colleges also should change their practices rather than complain about the mathematical inadequacies of their intakes.

Euro-survey supports the traditional family

by Hilary Wilce

Two European parents out of three think they do not spend enough time with their children.

A survey of attitudes towards the family and children conducted in the nine countries of the European Economic Community reveals a surprisingly high level of regard for traditional family life.

Two-thirds of the almost 9,000 people polled thought that parent-hood was the ultimate fulfilment of men and women, and two-thirds believed that having children showed a faith in the future. Sixty-five per cent believed it was a pity that today's children tend to have less contact with their grandparents than had previous generations of children.

Parents favour the idea of a shorter working day as the best means of making more family time, although flexible schemes and parental leave arrangements are also favoured.

The most immediate worries of European families concern housing and money. After that they worry about child care arrangements, differences between school and working hours, and the lack of parks and leisure facilities—more than half those polled believe that society does not take enough account of children's needs.

Available child care provisions rarely match up with what parents want. Although they want to work, many are reluctant to leave their children in day care.

West German parents prefer day nurseries, but often have a problem at home, while in France most parents use registered child minders although they would prefer to have a paid person at home. Fifty per cent of United Kingdom parents said they preferred day nurseries to other kinds of child care.

Car care 'shock' for offenders

by Diane Spencer

Young law breakers should be sentenced to learn motor car maintenance or the three Rs, instead of being given short sharp shocks, say the National Association for the Care and Resettlement of Offenders in a report published this week.

"Community" alternatives for young offenders, designed in the work of a NACRO team which has been working with seven local authorities for the past 18 months to develop alternatives to custody or residential care for young offenders.

During the past 10 years the number of juveniles sent to borstal or detention centres has risen rapidly: 818 were sent to borstal in 1968; in 1978, 2,217; 2,228 were sent to

detention centres in 1969: 6,303 in 1978.

Supervision orders have declined in number during that time—from 21,652 in 1969 to 17,005 in 1978.

The report says there is little evidence to suggest that sending more young offenders to these institutions reduces juvenile crime.

Seventy-five per cent of those who leave a NACRO team and 85 per cent of those who left borstal in 1975 committed offences within two years.

NACRO's Community Alternatives for Young Offenders (CAYO) scheme, funded by the Department of Health and Social Security, has recommended community service projects, day care schemes including literacy classes, or motor vehicle projects for car thieves.

Buckingham comes in from the cold

by Biddy Passmore

The University College at Buckingham, the maverick institution founded by Professor Max Beloff in 1973 as an alternative to state-funded universities, has been given the Government's seal of approval.

Mr. Mark Carlisle, Education Secretary, announced in the House of Commons last Friday that Buckingham's students would qualify for mandatory grants from January 1981, the start of the college's next academic year. He was satisfied that the college had met the normal criteria for the designation of their courses for awards, he said.

However, the grants will only cover a maximum of £1,000 towards tuition fees—£2,600 next year, expected to rise to over £3,000 next January. Students will also be assisted with maintenance costs on a means-tested basis. The total cost to the public is expected to be about £250,000 a year.

This concession ends several years of cold rebuffs from the last Labour Government and cautious nods and winks from the Conservatives. It is largely due to the enthusiastic advocacy of Dr. Rhodes Boyson, the minister responsible for higher education, and to the support of the Prime Minister herself, who opened the college.

Eligibility for grants will be restricted to British students, who account for about one-third of the total number of 370. Up till now nearly all have had to pay their

own fees since only a handful of local authorities have been prepared to help out with discretionary grants.

However, this does not seem to have held home applications down. In January next year the proportion of new United Kingdom entrants is expected to rise by nearly half, bringing the overall proportion to between 35 and 40 per cent. The college attributes this success—despite high fees—to its good reputation.

Buckingham now looks set for a healthy future. Applications from overseas are also rising and its total enrolment should rise to 420 next January. A fund-raising campaign for further expansion has already brought in £400,000 and should make it possible for the college to admit as many as 550 students.

Even before last Friday's announcement, the college had already made some headway towards official acceptance. Its two-year licence has been recognized as equal to a three-year degree by professional bodies such as the Law Society and by most universities for post-graduate study. The removal of two remaining snags—refusal by the Civil Service and the Armed Forces to accept the licence as a degree equivalent for graduate entry schemes—is now under negotiation with the Civil Service Commission.

Civil service acceptance could be speeded up by the granting of a Royal Charter to the college. Buckingham has so far been reluctant to apply for this status and it had a proven academic and financial record. Now that it has been given the Government's seal of approval, it should be able to go ahead and apply.

Meanwhile, a second private institution of higher education is opening its doors this autumn. The European Business School, along with a flourishing concern in Paris and Frankfurt, is to admit its first British students in October.

The school, which is housed in City University buildings, will offer a four-year undergraduate course in business, French and German, including periods of work and study in France and Germany and practical experience in industry.

The school has already received more than 40 applications for its first intake of 12 to 15 students. Some are so well qualified that the staff wonder what they can teach them.

Fees are only £1,100 a year, students will be expected to find their own lodgings, and the first intake, the school will itself provide two scholarships to students in Germany and France, which will also be modestly, have 250 and 500 students on the rolls.



Michaelston School: bought for £14,000

Cashing in on a buyer's market

by Sandra Hempel

Unemployed teacher Mrs Veronica Griffiths has given up the search for a job and bought herself a school instead. She will run it as a fee-paying concern for junior pupils.

Mrs Griffiths, who has been looking for a teaching job for three years since she moved to Cornwall, bought the one-room Michaelston school in Camelford at an auction for £14,000. It was closed earlier this year by the local education authority after the roll had dropped to eight children. Mrs Griffiths plans to reopen the school in the New Year and is currently equipping it.

"I thought originally that I would concentrate on getting pupils from the immediate neighbourhood but I have had inquiries from parents living up to 15 miles away," she said.

Because of the amount of support and interest she may well revise her plan to run a nursery school and include children up to seven years old.

Fees are yet to be decided. "Mrs Griffiths' project will



Mrs Griffiths: self employed

stand or fall on the amount of local support she gets," said Mrs Molly Stiles, national organizer of the National Association for the Support of Small Schools.

"It is the first time I have heard of an individual reopening a school."

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Lords hope to amend Bill's funding plan

by Sarah Bayliss

The House of Lords will return three weeks earlier than usual this summer recess with the removal of the summer stage of the Local Government Bill as its main item of business.

Amendments to the bill particularly to the most controversial finance clauses will be tabled before they return on October 6. The strength of feeling against the proposed block grant system has prompted local government associations to these clauses of success.

During the second reading of the Bill last week, leading Conservative peers including Viscount Ridley, president of the Association of County Councils and Lord Stedman, president of the Association of District Councils, expressed opposition to the block grant system. The Government wants a replacement to the present rate support grant system.

Viscount Ridley said there was much in this long Bill which was welcomed, but he did not think the new block grant would prove a better or less complex than the existing system. It would inevitably lead to the power of central government.

Baroness Stedman for the Opposition, described the Bill as "a monstrous, ill-conceived and dangerous representation of a fundamental breakdown in the relationship between central and local government."

Lord Bellwin, Under Secretary of State for the Environment, making the second reading, denied the block grant would lead to a loss of local councils' right to set their own rates. He said it did not mean cash limits or a statutory ceiling on rate increases.

The Lords return earlier than Commons because of the backlog of business. The Conservative Party conference will take place in Birmingham in early October but so long as the Government Bill committee could produce some historic research fellow at the North London Polytechnic, the bill will be passed.

A report "by Tony Travers" research fellow at the North London Polytechnic, has been published explaining and comparing the bill with existing arrangements for funding local authorities.

Mrs Travers claims that the bill will have a highly unsettling effect on the payment of grant.

Keith wants non-statutory body to oversee degree courses

Finniston plan rejected

by Lord

The main recommendation of the report on the education engineers has been rejected by the Government.

"There does seem to be a readiness within the profession and among employers and academics to tackle widely perceived deficiencies in the present institutional arrangements for education and training of engineers. It would seem sensible, therefore, for the Government to facilitate the emergence of a focal point for the engineers, academics and employers to work within the existing institutions to remedy the deficiencies identified by Finniston."

The new body will not organize accreditation visits and assessments but will delegate these responsibilities to nominated institutions.

Strongest pressure on Sir Keith to reject the Finniston proposals came from the Engineering Fellowship, an elite of senior members of the professional institutions and an engineers' equivalent of the Royal Society.

But the profession was not unanimous in its opposition to Finniston. It was welcomed by the Institution of Electrical Engineers and by engineering unions affiliated to the TUC.

Written parliamentary answer said he had received many

order to avoid what might be a lengthy and acrimonious dispute (see our respective pages on May 30 and 31). We have met to discuss the shortage or surplus of engineers and qualified engineers and have considered a substantial amount of information which has been available since the report of the Manpower Research Group.

As a result of our discussions, we agreed that:

1. It is evident that in the next few years, the labour force of engineers has tightened, and that the period of the shortage or surplus of engineers and qualified engineers will be a period of shortage.

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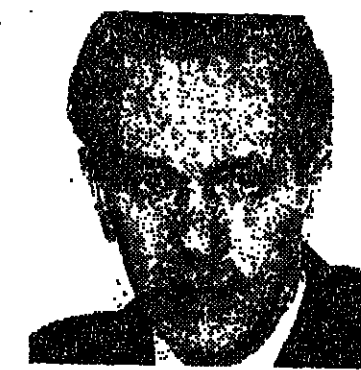
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School to work



Sir Keith Joseph



Sir Monty Finniston

See Science Diary on page 9

Trainees deterred by conditions and salaries

LETTER

There are definite shortages in some fields, this being particularly the case in electronic and mechanical engineering, where the shortage is acute.

● Evidence of present and recent shortages does not of itself imply that the shortage will persist or that the economy will need more engineers in the future.

We agree broadly with the view expressed in the Finniston Committee's report that commitment to market-oriented innovation in products and manufacturing processes is essential if British manufacturing industry is to regain a competitive position in world markets, and that this in turn requires greater commitment on the engineering dimension, and improved supply, in both quality and quantity, of professional engineers.

It is this improvement in supply that is to be achieved, however, changes must be made from the point of view of the supply of demand. On the supply side a major problem is to ensure that there are sufficient mathematics and physics graduates going into teaching in schools and acting as the seed corn for future expansion in both numbers and quality. We also broadly support the recommendations of the Finniston Committee with respect to improvement of the curriculum and other aspects of courses at degree level.

However, changes of this kind must be supplemented by measures on the demand side.

Additional supply of improved quality will not be forthcoming unless employers in both industry and the educational sector can provide adequate incentives. This involves not simply improving relative pay but making sure that young people are made fully aware of the opportunities available. Many teenagers and unfortunately many parents and teachers appear to see the engineer as a predominantly manual worker.

If we are to achieve the improvement in the status of the professional engineer, which is so essential for the worthy product to be in getting across the message that engineering is an intellectually stimulating profession with appropriate financial rewards and considerable career opportunities.

Our suggestion for an appropriate inducement as far as the teaching profession is concerned may well be unpopular with the bulk of your readership, but it has parallels with what industry already does in cases of severe shortages, that is to pay large premiums for skills in short supply. Why not pay a 20 per cent premium to qualified teachers of mathematics and physics in order to ensure sufficient staff to maintain quality?

Equally, the employers who are really concerned to increase the numbers and quality of their graduate engineer intake, must take Sir Monty Finniston's advice (TES, June 20) and make sure that they are offering salaries and conditions of employment commensurate with their valuation of these young people.

R. A. WILSON, Manpower Research Group, University of Warwick, Coventry.

P. R. FRANKS, British Aerospace Dynamics Group, PO Box 600, Six Hills Way, Stevenage, Hertfordshire.

£250 award for best girl technician

One of the many attempts to encourage more girls to go in for electrical and electronic engineering—the annual Girl Technician Engineer of the Year award—is now open for nominations. The £250 prize is awarded to "the most outstanding girl technician engineer, who will have successfully undertaken the necessary education and training, and have proved herself capable of holding a responsible job."

Further details from Mrs E. Sheldon, IFEET, 2 Survy Hill, London WC2.

MSC spending on costly job centres at wrong time, says select committee

by Philip Venning

A parliamentary committee expressed doubts last week about the ability of the Youth Opportunities Programme to provide enough places and a sufficient range of opportunities for the rising number of young unemployed.

In its report on the Manpower Services Commission's corporate plan for 1980 to 1984, the Commons select committee on employment criticizes the MSC for spending money on expensive high street jobcentres when the MSC was faced with cuts in its services. It was more important for the commission to arrange training and work for the long-term unemployed—not one of the MSC's priorities—than modernize the employment service, the report says.

Though the MPs were worried whether YOP was capable of coping fully with rising youth unemployment, and about the job prospects of young people leaving the scheme, they welcomed the priority given it by the MSC. "In general

terms, the Youth Opportunities Programme is a credible, cost-effective and worthwhile programme."

The committee, under the chairmanship of Mr John Giddings, a former junior employment minister, has not yet looked in detail at any of the MSC programmes. The MPs have embarked on a long term inquiry into skill shortages, and whether employers are deterred from taking on apprentices by their relatively high rates of pay. In general they feel the commission's present approach to training, the training skills programme for action, "with its heavy reliance on seeking change through persuasion, has not made any noticeable progress and frankly does not inspire confidence."

The report concludes that in the long term, the commission's not useful contribution may not be its special measures to alleviate unemployment but any influence it may have on reforming the country's training system.

First Report from the Employment Committee to the House of Commons, Paper 414, HMSO.

Poly graduates considered 'second rate' by employers

by Bob Doe

Employers look to university rather than polytechnic graduates for their future managers, even though they expect the worthy product to be in getting across the message that engineering is an intellectually stimulating profession with appropriate financial rewards and considerable career opportunities.

Our suggestion for an appropriate inducement as far as the teaching profession is concerned may well be unpopular with the bulk of your readership, but it has parallels with what industry already does in cases of severe shortages, that is to pay large premiums for skills in short supply. Why not pay a 20 per cent premium to qualified teachers of mathematics and physics in order to ensure sufficient staff to maintain quality?

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None of the 100 employers thought university graduates brought any insight into the practicalities of industry to the job, whereas over 40 per cent thought polytechnic graduates would.

But newly 40 per cent saw university graduates as future managers, whereas only 10 per cent saw them as future managers. The number thought the same of polytechnic graduates.

The researchers say, "Perhaps the most surprising and worrying finding was the lack of importance given to vocational training by employers."

"The conclusion that the binary system in higher education is failing to achieve some of the initial objectives is difficult to avoid."

"It appears that polytechnics are viewed as producing second-rate graduates both intellectually and socially and a knowledge of industry is not felt to compensate."

Vocational Aspect of Education, Vol XXXI No 80.

TRAVEL

Planning your European school trip next year?

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Newbourne Transport is operated by ex-teachers, including the drivers, so we understand the problems - and children.

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Further details from Mrs E. Sheldon, IFEET, 2 Survy Hill, London WC2.

Further education cuts of £11.8 million hit N. Ireland

Funds transferred to industry

by Paul McGill

All but one of the dozen or so new building projects in Northern Ireland have been shelved because of a further cut of £11.8 million in the Department of Education's £45m budget on top of the £9.3m already cut. A new special school in Belfast has been given the go-ahead, however.

The savings are part of the Government's strategy of transferring funds from health, education and housing to industry and energy, with a financial boost from the exchequer. Ministers claim that this will help to maintain and create jobs.

The announcement was met with scepticism. Mr Michael Murphy, chief officer of the Western Education and Library Board, said after a meeting with Lord Elton, the Under Secretary of State for Education, that the cut of £1.6 million in boards' capital budgets and £4.6 million in recurrent spending would cause more redundancies especially among ancillary staff. He promised the boards would do their best to keep job losses to a minimum.

Government spending cuts have already caused redundancies in the education service. Last month the

Southern Board announced that 90 school meals staff are to lose their jobs and the North Eastern Board was told at its recent meeting that 110 school kitchen workers will lose their jobs in its area.

Lord Elton agreed the savings would not be easy to find and some cherished schemes would have to be abandoned or, at least, postponed. "But the money will help to keep a great many people off the dole in the short term and it will help to put a great many more into jobs soon after."

The Department of Education said that teachers were the most costly item in the education budget, but also the most important resource in improving and maintaining standards.

"Lord Elton will not, therefore, seek to save money by reducing the number of teachers although some marginal savings will be proposed in the arrangements for substitute teachers," it said. However, this does not change the Government's existing policy to make over 1,000 teachers redundant over the next five years.

The Minister said the need to protect "the basic education provision in schools" meant that

bodies outside the schools must be asked to contribute to a greater extent "in some cases with difficulty to them". The cut for this area—things like higher, further and teacher education—is £5.6 million.

Leaders in the education world rejected the idea that the cuts could be made without hitting pupils. Margaret McGregor, the president of the association of education and library boards, said the reduction was "absolutely appalling. I don't know how we're going to exist or how we're going to keep these cuts out of the classroom."

Mr Oliver Fields, the chairman of the Irish National Teachers' Organization, said the cuts were obviously going to affect the teacher at the chalk-face.

He was supported by Mr Tom McKee, the full-time official of the National Association of Schoolmasters/Union of Women Teachers, who argued that "this further assault on education makes absolute nonsense of the Government's claim to maintain and promote educational standards". The recent Macintyre report on social priority schools showed that more spending was needed, not less, he said.

I level exams get cool reception

New sixth form exams to supplement "A" levels have had a cool reception from polytechnic teachers.

As well as the one-year Certificate of Extended Education for sixth formers with CSE's the Schools Council has suggested a new intermediate or "I" level equivalent to half an "A" level for more able pupils who do not want to do "A" levels.

The Association of Polytechnic Teachers has told the council that it is not keen on either. Education

associated with employment was better than the CEE for most CSE pupils and the more able would be better off taking the Technician Education Council or Business Education Council (TEC and BEC) courses or their equivalent in art and design.

The association questions the value of the "I" level to potential employers and says "A" daunting prospect for TE and HE would be the establishment of lists of equivalent entry qualifications for all of their courses."

Dyslexia group faces crisis over funds

by Sandra Hempel

The Dyslexia Institute is facing the threat of bankruptcy. The charity, which is currently helping 350 children through its network of provincial centres, is committed to opening new centres in Harrogate and Newcastle and to expanding its services in other towns in the coming year.

Rising rents, rates and salaries, however, means that the institute, based in Snares, Middlesex, faces bankruptcy unless it can raise extra cash. It had planned to increase its specially trained teachers from 41 to 60 in 25 tuition centres.

Last year the institute raised £23,882 through donations and another £77,891 from tuition and other fees but after deductions for items such as salaries and administration, was left with a surplus of just £851. Running costs this year will be £100,000.

The institute, which was founded in 1972, sets up tuition centres where there is local demand. The Department of Education and Science does not recognize the condition of dyslexia or "word-blindness", and provision for children with learning difficulties varies greatly between local authorities. A few authorities pay the institution's £11 per week fees themselves for children diagnosed as dyslexic but most insist that their own remedial teachers are the most appropriate source of help.

Because of the current problems, requests are being refused for new local centres including recent calls from Lancashire and Essex and a special funds appeal is planned for October.

Local authorities would save money by using the institute's facilities, said Mrs Wendy Fisher, the institute's executive director.

It is cheaper for them to pay our fees than to set up their own remedial departments, which are often unsuited to the needs of dyslexic children."

Birmingham's education department has lifted a recent ban on children attending dyslexia classes in school hours. Following a meeting between education officers and dyslexia institute staff, the 18 children concerned will continue to leave school for special tuition at least for the next term. They will then be examined and their individual needs assessed.



Mrs Margaret Harrison, senior mistress, of St Helen's School, Bluntham, Cambridgeshire, climbed a 30ft high glacial rock at the Royal Tournament at Earls Court, London recently.

Youth services threatened

Spending on youth services will be drastically cut this year, and existence of the service is under severe threat in some local authority areas.

These are two of the conclusions of a report by Youth Service Partners, a group of youth organizations which includes the National Youth Bureau.

Fifty-two local authorities out of the 73 that were surveyed, with the promise that they would not be named, planned to reduce their budgets for youth services during the current year.

The report says spending across all the L.E.A.s surveyed will be down by an average of 6.7 per cent during the year 1980-81, with statutory service spending down by 6.4 per cent and voluntary services by 8 per cent.

Dons' pay: compromise reached on 17% deal

The Government and the universities have finally compromised on a 17 per cent pay deal for 1979. The settlement, which includes a 6 per cent interim increase which has been held since April, will be paid in two stages from April 1, 1980 and October 1, 1980.

This is midway between the provisional agreement of 19.6 per cent reached between the universities and the lecturers in May and the 14.5 per cent put forward two weeks ago by the Government side, under pressure from the Treasury. Mr Laurie Sapper, General Secretary of the Association of University Teachers, said that it was "reasonable in all the circumstances".

The settlement agreed last Thursday will affect about 45,000 full-time academic staff. Professors and readers are expected to get rises of about 18 per cent, senior lecturers about 17 per cent and

lecturers at the bottom end of the scale about 15.5 per cent.

During the negotiations the university side is understood to have made a counter offer covering both 1979 and 1980, which would have involved a two-stage settlement of about the same size as the 17 per cent deal.

However, this was apparently "bypassed" at the final meeting last Thursday as the negotiators took their way in the world that has been vocational as well as academic. But the question of whether this can be the kind of change that industry would accept is still being debated.

Prospects for the 1980 settlement do not look good. Mrs Thatcher's public sector pay rises this year below 10 per cent and her own arbitration award has been strengthened her resolve.

A hundred—in any language

The Association of Recognised English Language Schools has just enrolled its hundredth member.

ARELS estimates its membership is responsible for bringing 100,000 overseas students to Britain each year, earning £55m in tuition fees.

Science diary

John Maddox

Engineering the options

There will be disappointment among academics responsible for training engineers at the Government's response to the report of the Finlaison Committee, and perhaps for good reason. The danger is that the proposed British Engineering Authority will be too weak to be effective, but that while it is trying to make its way in the world other initiatives will be inhibited.

The Finlaison Committee, which reported earlier this year, is in my opinion partly responsible. In a sense, the committee had chosen to look through the wrong end of the telescope. Although it began by recognizing that British industry would be more prosperous if it had fuller use of British engineers, and that it could do so more effectively if British engineers were educated differently, it shied away from the educational problems that abound and instead recommended that there should be a strong autonomous body, called the British Engineering Authority, to validate university courses and to certify engineers.

At least for the past 20 years, educationists have been brooding about the question of how engineers should be taught, not merely in higher education and further education but in the schools. It seems to be agreed that there is something wrong with the traditional British pattern. So far, however, there is no agreement on what may be wrong and how the pattern should be changed.

Part of the confusion stems, it seems to me, from the implicit assumption that engineering is a profession with a degree of humanly comparable with that of, say, the veterinary profession. This is not just with engineering but with higher education and further education in the schools. It seems to be agreed that there is something wrong with the traditional British pattern. So far, however, there is no agreement on what may be wrong and how the pattern should be changed.

The system may work for vets. It may work for doctors. But the more or less common first degree course is increasingly topped up by specialist postgraduate courses for those seeking to exercise their skills in fields as different as surgery and psychiatry. In engineering, the circumstances in which people contribute effectively to national development and prosperity are so very much more different from each other that the search for the ideal core curriculum may be chimerical.

As much as plain from the way in which the present people who work in industry as engineers in fact are not merely trained as such but are people from quite different backgrounds, physics for example.

The great expansion of the computer industry in the past quarter of a century is entirely possible because of formal engineers to the use of new machines.

Where, of course, it may be different. In civil engineering, for example, the chances are high that practitioners have been under pressure at a civil engineering department at some university that have been given only a nod of acquaintance with the basis of chemical or mechanical engineering.

But the question of whether this can be the kind of change that industry would accept is still being debated.

When technology is changing quickly, it is more probable that industry would choose people who themselves are capable of change.

In recent years, there has been a growing recognition that some of the most important innovations in the university education of engineers have been the introduction of postgraduate courses for a small group of engineering students chosen by the University



The conventional course: first-year engineering students at King's College, University of London

Grants Committee and given special help for just this purpose. Such a scheme is intended to be taken up not just with engineering but with first-hand experience of the work-place and with a certain amount of instruction about labour relations, economics and the law.

It is too soon as yet to say how well these new courses are working although this is the pattern which the Finlaison Committee plumped for. The four-year course, the committee recommended, would lead to the degree of Master of Engineering, the three-year course to the Bachelor's degree.

Although, for the lucky minority, these four-year courses are probably an improvement on the traditional three-year course, it is hard to see that they will help to meet the need for diversity and flexibility among future generations of engineers. Indeed, there is a danger that those among these courses who have, at the instance of the UCC, been biased towards production engineering will turn out people whose skills are even less adaptable than in the past. None of this is to suggest that production engineering itself is destined to be the core of many young people's ambition, but there is something to be said for part-time university courses intended to help all who work in industry, not merely university graduates, to become professional engineers.

The trouble with all these schemes is that their virtues cannot be assessed in advance and that in any case all of them would make engineering education more expensive. Reform along these lines would also necessarily be slow. In the long run, however, British industry would be better served by a programme carefully planned, experiment like this than by an attempt to create a body such as that now proposed to bring uniformity to engineering education.

For all these reasons, I would prefer to see some more radical experiments in the pattern of higher education for engineers. First, it would be helpful if some university were to recognize that engineering education could be regarded as a postgraduate exercise accomplished by means of, say, two-year courses provided for graduates in physics and other science subjects. That would at least ensure that there are some British engineers whose feet

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ON SALE AT NEWSAGENTS NOW

Jobs or training to be made available to all under-24s

by Christopher Follett

COPENHAGEN

Denmark is about to launch a major new scheme to offer young people under 24 either a job, or further training or education.

The scheme, run by the Minister of Education in cooperation with the Ministries of Labour and the Interior, is to be launched this autumn in two counties—Aarhus, in Jutland in the west of Denmark, and Storstrøm, in the south-east of the country.

Three thousand young people are expected to participate in the two pilot projects of what is known as the Youth Guarantee Scheme. In 1981 the scheme will be expanded with the ultimate aim of extending it throughout the country.

Unemployment in Denmark is running at 6 per cent. Almost a third of the 150,000 people out of work are under 25.

The scheme will be open to young people under 24 who are either school leavers or have had more than three months of unemployment. It is expected that 70 per cent of participants will be girls,

and efforts are being made to encourage potential employers to consider girls for what have been traditionally male jobs.

The initial stages of the pilot projects will concentrate on counselling for young people. Schools, counsellors and employment and social security officials will help run the schemes and give educational and vocational advice. Training or employment offers will, as far as possible, be tailored to individual wishes. Both long and short training courses will be on offer, but no participant will be offered an opportunity of any sort that lasts less than nine months.

If the motivation of a participant seems weak, a nine-month job opportunity is likely to be offered in place of a mix of employment and training.

The offers of training or employment are not compulsory, and are subject to normal rules governing acceptance for jobs or education. All jobs will be at union-approved levels of pay. Although the scheme is geared primarily towards employment in the private sector, local authorities will be expected to offer posts in their own administration or

in other public institutions, if private jobs are not available.

A similar scheme, established in 1978 as part of a government package to ease unemployment, has provided more than 30,000 young people a year with training and job prospects.

Figures from that scheme show that more than three quarters of the jobs acquired are in the private sector, but that two thirds of participants are involved in some form of further education, and only the remaining third are actually in employment.

In 1980 the Danish Government will be spending £2m on the Youth Guarantee Scheme. Most of this money will go to local authorities to help them run the schemes, but about a fifth of the funds will be used to establish youth secretariats in the pilot regions, to set up extra training courses, and to plan and assess the scheme.

The Government has published details of the scheme in English. A *Proficiency Rate on experiments with a Youth Guarantee Scheme* is available from the International Relations Division, Ministry of Education, Copenhagen, Denmark.

Badge of dishonour

by David Dungworth

A political row has broken out in Bavaria over a small badge bearing the word "Stop Strauss".

The badge has proved popular with West German teenagers who do not want to see the Christian Democrats/Christian Socialists win the October general election and the notorious Herr Franz Josef Strauss come to power as the new federal chancellor.

But in Bavaria, where the Christian Socialists are firmly in control, pupils have been sent home for wearing it in school. Heads, backed by their local authorities, have invoked the Bavarian Ministry of Education's general regulations for schools which prohibit political activity on school premises.

They, in turn, have been criticized by the Bavarian Association of Social Democratic Lawyers, which claims such behaviour is unconstitutional.

The courts, it maintains, have ruled at the highest level that the decision to exclude a child from classes can only be taken on legal grounds whereas the Ministry regulations are merely administrative guidelines without the force of law. It also claims that the basic right of every citizen to be able to express his or her opinion freely must be protected in schools.



A threat to expel a schoolgirl in Regensburg for wearing the badge was condemned by 116 teachers in and around the city.

In a letter to the Bavarian Ministry of Education they argued that to inflict such a severe punishment for demand for school vacancies in New Zealand schools.

Disciplinary action against "Stop Strauss" supporters has not been confined to schoolchildren. An attempt by the Education Committee in Nuremberg to dismiss a 31-year-old woman teacher who insisted on wearing the badge in class despite repeated warnings was defeated by the narrowest of margins, 35 votes to 34 in the city council.

Maths is on the up and up

by Bill Purvis

SYDNEY

A report commissioned by the Australian Council for Educational Research has found substantial gains in mathematics education since 1964.

The ACER, an independent, federally-funded body, commis-

sioned the study last year. It shows that developments in mathematics teaching between 1964 and 1978 led to quantitative and qualitative improvements.

The number of pupils taking mathematics through to their "Year 12" at school (the Australian equivalent of the English Sixth Form) had almost doubled. The smallest state, Tasmania, recorded the biggest percentage increase—a 220 per cent growth.

A mathematics teacher in one of the larger states told me this was due to the low number of students in 1964 rather than an abnormally high number in 1978. The ACER report makes no such value judgments.

It does however say that the substantial national increase in the number of pupils taking higher maths had not led to any fall in standards. In fact, the dramatic increase in older pupils studying the subject has led to significant gains in terms of mathematics achievement overall, it says.

Threat from London recruitment?

by Lindsay Hayes

WELLINGTON

A reported plea for New Zealand teachers to help British schools overcome recruitment problems is being seen as a threat to local recruitment efforts by the New Zealand secondary teachers' union.

The plea, which was also directed to Australia, was reported in New Zealand papers as coming from the Inner London Education Authority. It said such a plea had been made to New Zealand.

Mathematics and science specialists are the teachers in demand, but these are the very teachers in demand for school vacancies in New Zealand schools.

News of the work offer has alarmed the Post-Primary Teachers' Association.

"I believe that the offer poses a threat as it is likely to increase the shortage of mathematics and science teachers," said Mr Bruce Webster, the general secretary. As many New Zealand teachers wanted to travel to the United Kingdom, the security of a teaching job was likely to provide a strong incentive. But the Education Department does not view the plea in the same threatening light.

The department's personnel director, Mr John Young, said he thought only young teachers who were planning a trip anyway might accept the offer of work in London.

He said the latest staffing survey figures, for June, showed considerable improvement with only 13 mathematics and seven science teaching vacancies throughout the country. This compared well with 20 in each subject area in February this year, and 44 and 34 respectively for February, 1979.

The Netherlands Four becomes starting age

by John Richardson

THE HAGUE

From 1983, the year in which it is planned to legally introduce the new combined basic schools in place of the present infant and junior school age-groups (four to six-year-olds and six to 12-year-olds) it is intended to extend the years of compulsory schooling by one year. Children from 1983 may start the basic school at the age of four, and must start at the age of five years.

United States

Mother tongue teaching laid down in guidelines

by Clive Cookson

WASHINGTON

Children whose primary language is not English must be given basic instruction in their native tongue and in English. That requirement is at the heart of regulations proposed last week by the US Secretary of Education, Shirley Hufstetler, spelling out for the first time schools' legal responsibilities for bilingual education.

Mrs Hufstetler issued the regulations under the 1968 Civil Rights Act. Six years ago, in the *Lau* case, the Supreme Court interpreted the Act to mean that pupils could not be denied equal educational opportunity because of language barriers, and the Department of Health, Education and Welfare, as it then was, responded in 1975 by issuing a poorly written set of informal guidelines, known as the "Lau remedies", which told schools what bilingual education they should provide to comply with the ruling.

Since 1975 the increasingly powerful Hispanic lobby has put strong pressure on the Government to issue proper regulations mandating bilingual education for the estimated 3.5m schoolchildren in the United States whose first language is not English. The Education Department says more than 70 per cent of these "limited-English-proficient children", as it calls them, are Spanish-speaking; the next largest group speaks Asian languages such as Chinese, Vietnamese and Cambodian.

After Mrs Hufstetler released her regulations, Hispanic spokesmen denounced them for being too weak and, from the opposite side, organizations such as the National Association of State Boards of Education complained that the rules went too far in interfering with state and local control of education. Both reactions were predictable, and federal officials caught in the middle, maintained that their proposals represented a fair compromise.

"The proposed regulations emphasize two principles," Mrs Hufstetler told a press conference. First, students must be taught English as quickly as possible.

Second, they should not be permitted to fall behind their English-speaking classmates while they are learning English.

Therefore, the rules require schools to teach children basic concepts such as mathematics and science in their own languages and they have learned English. Supporting evidence produced by the Education Department shows that Spanish-speaking pupils with limited knowledge of English drop out of school three times more frequently than Hispanic pupils who are fluent in English.

"The problem faced by students who have limited proficiency in English is that by the time English skills are acquired the students have fallen far behind their peers in other subjects," the Department stated.

Under the regulations schools must assess all pupils from a bilingual speaking background on a reading comprehension test to determine how well they know English. Then, in the jargon of the regulations, they must discover whether "limited-English-proficient students are primary-language-speakers or fish-speakers, or comparably limited in English and their primary language".

Those who perform best in the native language must receive bilingual teaching. However, Mr Hufstetler emphasized, the regulations "provide local flexibility in deciding how some services may be offered. They do not dictate the teachers teach or how they teach."

The proposals also give considerable discretion to schools that have few children from a particular language group and age range to combine them into a single class. School that has at least 25 pupils speaking the same native language within two grade levels must provide them with bilingual instruction using qualified bilingual education teachers. But when there are fewer than 25, schools can employ other means of instruction, including bilingual lessons on tape or recordings.

Next month hearings will be held on the regulations in six cities around the United States. They will take place in Washington, New York, Los Angeles, San Francisco, and Chicago.

Commonwealth Ministers are urged to set up science centre network

by John O'Leary

COLOMBO

Commonwealth education ministers were urged this week to make a start on an international network of resource centres to supply low-cost science equipment for schools in developing countries.

Ministers are urged to set up science centre network

by John O'Leary

COLOMBO

The first of the centres would be based in the South Pacific, serving the island states there, which are considered particularly disadvantaged in educational terms. Others would be added when further requests are received and funds allow.

Proposals for the South Pacific centre came from a special conference last year in Papua New Guinea. It would be funded by governments in the region after initial assistance from the Commonwealth and would work closely with governments to establish appropriate curricula and ensure the availability of low-cost equipment.

The special problems facing island states have been one of the main concerns of the Commonwealth education conference, which ended on Wednesday. A survey carried out by the Commonwealth Secretariat found that isolation, sparse population and the loosening of ties with traditional providers

The end to one chapter in the fight for Czech human rights

Tomin's road to Oxford

by Paul Flather

Dr Julius Tomin, the Czech philosopher, is now expected to arrive in Britain early next month to live in Oxford. For the past three years he has run a series of unofficial seminars in Prague in spite of continuous and sustained harassment by the Czech security police.

Last week reliable sources in Prague confirmed that Dr Tomin and his family have been given a five-year exit visa by the authorities.

Dr Tomin's departure from Czechoslovakia will mark the end of a defiant stand to exercise his rights to meet and discuss philosophical ideas openly and outside the official, and highly restrictive, state system. But it does not mean the end of the seminars, which now flourish all over the country, with a much lower profile.

Dr Tomin has attracted considerable attention in the west because he prefers blunt and open confrontation with the state, and because of his open invitation to western philosophers to address his seminars. This resulted in the expulsion of three Oxford philosophy dons from Czechoslovakia earlier this year.

He has written numerous open letters of protest to the Czech authorities, and has regularly gone on hunger strike, to highlight violations of human rights. He has also persevered with his seminars, the only completely open seminars in Prague, against great odds.

At various times Dr Tomin has been threatened in the street; he has been followed 24 hours a day; he has been repeatedly arrested, sometimes stripped naked in police custody; he has been offered bribes of highly paid jobs if he ends the seminars; his mail is cut off; his phone is clearly tapped; and he has not been allowed to travel (except to leave the country, which the authorities have always wanted).

On one occasion he was arrested by a police squad equipped with machine guns and guard dogs and detained in a psychiatric unit. On another occasion police on "duty" tried to attempt to break his "stupid" statements. He has also been threatened by his wife, Zdena, a leading spokesman in the Charter 77, who was brutally attacked and returned home and "upbringing".

In spite of repeated arrests Dr Tomin has continued regularly, with a group of philosophers from many different countries waiting to follow. The subjects discussed included Plato, Aristotle, Berkeley and Husserl, none of which could be described as remotely "subversive".



Soon to leave for England: Dr Julius Tomin, his wife Zdena, and their two sons in Prague this year.

Tomin has never been charged. As he would say, he has not broken a single law in trying to exercise his rights and defend his academic freedom.

Dr Tomin is now 42. He studied at the Charles University in Prague and was among the first students to be arrested in the mid-1950s for refusing conscription. Hunger strikes and numerous protests meant it was not until the mid-1960s that he gained his doctorate.

He took part in the wide-ranging discussions that characterized the liberalization in Czechoslovakia in the late 1960s and led to the Soviet invasion. He left soon after to spend a year at the University of Hawaii on a fellowship and then against all advice chose to return in 1969. "You can buy my time, but you cannot buy my mind," he said then.

Since 1969 he has been denied all academic posts and forced to work in turn as a turbine operator, a boiler-maker and a night watchman at a zoo. It is ironic that such work allowed him considerable free time to read and write philosophy during the long nights.

Both Dr Tomin and his wife were original signatories of Charter 77, which brought new life into unofficial Czech culture, and two years ago he sent his now famous letter to four universities in the west inviting academics to Prague. For eight months he heard nothing. Then the letter surfaced at a meeting of the Oxford philosophy faculty.

It was agreed to raise £500 to send three philosophers to Prague, not so much in defiance of the Czech authorities but because "philosophers are by nature argumentative and inquisitive and willing to talk to anybody".

Tomin's visits continued regularly, with a group of philosophers from many different countries waiting to follow. The subjects discussed included Plato, Aristotle, Berkeley and Husserl, none of which could be described as remotely "subversive".

Israel

Money to avert classroom crisis sparks budget row

by Benny Morris

JERUSALEM

A Cabinet-level row is expected in Israel following press reports of a secret deal between the Education Ministry and the Treasury which would make an extra Israeli £11.5b available for school and classroom construction.

Other ministers who have been forced to take severe budget cuts in recent months are furious that funds axed from the Education Ministry's budget in April appear to have been restored, although the Government is unwilling to confirm that any extra allocation has been made.

However, Education Minister Zevulun Hammer said last week: "If no substantial sums for reconstruction are forthcoming, the country's school system will face an acute crisis either in 1981 or in 1982."

Yitzhak Gannor, head of the Education Ministry's construction department said the crisis is a result of three things: a steady growth in the school population over the past few years, which will peak in 1982-83; an economic crisis which has forced a severe Government budget cut in education, which has weakened havoc with construction programmes. Israeli classes average between 35 to 39 pupils and Mr Gannor estimates that some 700 to 800 new classrooms are needed each to catch up with growing school population. In 1979 about 600 classrooms were completed from funds allocated in 1978.

But 1979 allocations were cut drastically and only 100 classrooms are likely to be ready for September 1980.

So far, the Ministry has coped by using temporary huts, by renting rooms and by converting of school office rooms and corridors into classrooms. "But, without a massive injection of funds, the situation is untenable," says Mr Gannor.

The Ministry has recently given priority to the private sector. Some 250 new classrooms are planned to open in the Arab sector in September, 1980.

of classrooms in the coming two years, there will almost certainly be a second shift in schools in 1982, in such overcrowded areas as the Tel Aviv-Netanya coastal plain.

The Government, with an eye to next year's general elections, wishes to avoid being saddled with the blame for introducing a second shift, something Israel experienced in the 1950s, with all its attendant dislocation of family life and the problems it presents for working parents.

So in spite of further budget cuts in all ministries, money certainly will be ready either this year or next. "But this isn't enough. Given our backlog we need to introduce a second shift, to avoid the second shift the following year," says Mr Gannor. He dismisses makeshift solutions like the increased use of temporary structures, saying "nothing is more permanent than temporary buildings".

Planning authorities are asked in terms of classroom allocations rather than specific amounts of money because with inflation running at 125-150 per cent monetary estimates are meaningless. Inflation has made it difficult to sign contracts and plan construction programmes.

The Israelis with the greatest lack of school facilities are the country's half million Arab minority, of whom a third attend kindergartens or schools.

"Of 4,500 classrooms in the Arab sector, 1,300 are rented rooms converted to school use. That conditions there are inadequate is a gross understatement," says Mr Gannor. The Ministry has recently given priority to the private sector. Some 250 new classrooms are planned to open in the Arab sector in September, 1980.

Soviet Union

Goals must replace boredom

by Kenneth Shaw

In a remarkably candid criticism of the present book-based curriculum of secondary education, a leading Soviet educationist has admitted that many of Russia's students are bored to distraction.

Unimaginative lessons with too many critical notes prevent creative learning, Mr Vsevolod Slonovskiy says in a recent report on social experiments in schools.

Calling for more competition, not merely based on school marks, Mr Slonovskiy, who is president of the Academy of Pedagogical Sciences in the Soviet Union, says the growing national behaviour of young Russians could be stopped by giving a more practical way of life, especially in the holidays.

He wants to see more technical and trade schools replacing the general-education secondary schools with their academic curricula. Many modern pupils, he says, are changing to technical schools, and their progress and motivation are so remarkable that, upon leaving, they take competitive exams in higher education.

The secret, says Mr Slonovskiy, is that in technical schools students can see a definite goal, getting a useful trade in a fixed time.

However, he is anxious about the old fashioned ideas surrounding "grades" and parental reluctance to assess objectively the capabilities of their children. Such prejudices are holding up the move to technical training for a large proportion of Soviet youth, he says.

Philippines

Congress hears bleak literacy report

by Philip Brooks

MANILA

Although the percentage of illiterate in the world has dropped, the actual number of illiterates has risen from 700 million in 1960 to 800 million in 1978. Fifty per cent of today's six to 12-year-olds will not go to school, and there is evidence that reading standards in developing countries such as Sweden are dropping.

This bleak picture of world literacy was painted by Swedish reading expert Ego Malmquist, during the final address of the annual congress of the International Reading Association held in Manila last week.

Two hundred educators from 30 countries discussed the current state of reading around the world. Second language learning was a "hot" topic of delegates from developing countries and of

European delegates who teach immigrant children. In Sweden today schoolchildren are taught in 43 languages other than Swedish. In Papua New Guinea's summer institute of linguistics, 148 local languages are used.

This institute, which won the IRA's literacy award in 1979, teaches children and adults to read in their mother tongue and then help them apply their skills to a national language.

"Teaching reading today is realizing we live in a multi-racial society," British delegates Gwynne Bray and Kay Whitley, from Leeds, said. Second language teachers in Europe faced the problem of a lack of literature about immigrant children's traditions and customs. The conference aimed to bring together publishers and educators to discuss such difficulties.

Although three times as many books are printed today as in 1950, uneven production leads to further

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features

Satan's minions?

David Mitchell looks at the evolution of the Jesuits' world-wide involvement in schooling

Mention the Jesuits, and a well-worn adage springs to mind: did they not say "Give me a child until the age of seven...?" In fact, the Society of Jesus for long tried not to become involved in elementary education, because of staff shortages.

Yet undeniably its lingering reputation for sinister efficiency owes much to its spectacular, if unpremeditated, emergence as the great Catholic teaching order. Ignatius Loyola was, in a sense, the Thomas Arnold of his time, concerned as much with character-moulding as with book learning; and the curriculum which he and his aides fashioned, later known as the Ratio Studiorum (Plan of Studies), was Europe's first comprehensive, carefully articulated system on such a scale.

Its impact was, and for long remained, startling. In Germany, where the Society made its first great push, Lutheran pamphleteers pictured Jesuit schoolmasters as Satan's minions, who smeared pupils with an ointment that ensured lifelong obedience to their evil commands. Three hundred and fifty years later the German Marxist Karl Kautsky described Jesuit pedagogy as "humanism at a lower mental level, robbed of its spiritual independence, rigidly organized, and pressed into the service of the Church".

First sketched in 1548, the Ratio was thrice meticulously overhauled before reaching a definitive version in 1599. Like the entire spectrum of Jesuit activities, it was the product of desperate, inspired improvisation.

Ignatius, coming late to the religious life and finding that enthusiasm without credentials was suspect to Catholic inquisitors, steeled himself to endure an academic grind at the universities of Alcalá, Salamanca and Paris; and he and his first disciples took pride in being "Masters of Paris". But, far from aiming to be the ideologists of the Counter-Reformation, their burning ambition was to go to the Holy Land, perhaps as hospital porters, and convert Muslims.

When this proved impossible, the fourth vow of special obedience to the Pope led to their being assigned to seemingly lost causes: notably as missionaries in Germany, the heartland of the Reformation. The society's command image gave it glamour and attracted recruits.

Determined that they should be worthy

champions of the Faith, Ignatius devised a 17-year training based on the stages of his own protracted spiritual odyssey. After a crash course of education, a novice would become a "scholastic" available for teaching duty before taking final vows, going on to higher studies, and qualifying as a "spiritual coadjutor" or, in a small minority of cases, as a "professed father".

This arrangement enabled Ignatius to expel unsuitable trainees, who were under constant surveillance, and to secure a flow of cheap teachers. Initially designed for Jesuit personnel, schools were adapted to include lay pupils, largely due to an appeal from Germany.

Ignatius tackled the "apostolate of the classroom" with characteristic diligence. For lack of existing facilities he and his close advisers—Juan Polanco and Jeronimo Nadal—were forced to improvise, studying the constitutions of the main universities and the methods of the Protestant educationists Baduel and Sturm at Mimes and Strasbourg.

While Ignatius performed prodigies of fund raising and juggled with limited human resources, Nadal began a 15-year tour of Europe, collecting ideas, tempering tentative rules to local needs, reporting back to Rome. The section on education grew to be the longest of the 10 into which the Society's Constitutions were divided.

Since, to the fury of other teachers, Jesuit schooling was provided gratis, it proved as popular with Protestants as with Catholic parents. By 1556, when Ignatius died, there were 35 colleges spread across Europe and about four-fifths of Jesuits, mostly scholastics, were engaged in teaching. By 1600 there were nearly 300 schools: a few boarding colleges for the fee-paying students such as that in Vienna, but chiefly "mixed" day schools for lay pupils with a sprinkling of Jesuit trainees.

The Ratio, which remained virtually intact for more than two centuries, was based on five main principles: a solid grounding in Latin grammar; graded classes each, though very large (more than 100 pupils), with a separate teacher; an "ascent" of studies from grammar to the humanities and rhetoric, thence to the arts courses (philosophy, mathematics, etc) and theology; punctual and constant attendance; frequent

memory tests ("repetitions") and plenty of homework.

Three hours of classes in the morning, three in the afternoon, was the norm. More advanced colleges in the big towns offered secondary education from 10 to 16 and higher education of sorts from 17 to 21.

Classes were subdivided into groups with a "leader" ("it would be wise", said the Constitutions, "to place together some of equal ability who with holy rivalry may spur each other on"). The "censor" or monitor system has been denounced as an example of Jesuit espionage-mania; but it was common practice—in Sturm's school, for instance, and at Winchester and St Paul's. The day was filled with prescribed activity and, as far as possible, students were never left alone.

Expropriation of classical texts was not new, though carried out with systematic thoroughness. Terence was altogether banned, though the ingenious Fr André des Freux, who had prepared clean editions of Horace and Martial, suggested that the more licentious passages could be rewritten as scenes of pure conjugal love.

Gymnastics and organized games became part of the routine as wholesome outlets for youthful energy that, like plays and ballets with edifying themes (*Philoputus*, or *the Sorry Outcome of Avarice* was a typical title), combined social advantages (grace of movement, a "fine air") with team and competitive spirit. The overall aim, quite explicit, was the Catholicization of thought and personality.

Ignatius could not have wished for a better testimonial than that given by the Spanish Governor of the Netherlands in a letter to King Philip II: "Your Majesty desired me to build a citadel at Maastricht. I thought a Jesuit college would be a fortress more likely to protect the inhabitants against the enemies of Altar and Throne. I have built one."

But though the machinery turned out some unflinching aristocratic bigots—for example, the Emperor Ferdinand II, described by H. A. J. Fisher as the "prime movers" of the Thirty Years War—the Society's élite was overwhelmingly drawn from the middle, lower middle, and lower classes. It was more important to earn the praise of the teachers, to belong to the chosen few of

the Marian Congregation, than to be well-born.

This was something of a social revolution. Indeed, alarmed by the stampede towards a classical, "gentlemanly" education at the expense of commercial and agricultural training, Richelieu and Colbert planned drastically to reduce the number of Jesuit colleges in France.

But the danger passed. Voltaire recalled the plays at the Collège Louis-le-Grand as the best thing in his education; and other Jesuit-schooled playwrights included Corneille, Molière, Le Sage, Calderon, Lope de Vega and Goldoni. Descartes sharpened his mathematical wits at the college of La Flèche and by 1750 the Society was running more than 500 urban secondary schools, some with up to 2,000 day pupils.

Ironically, the *Encyclopédie*, edited by another Jesuit pupil, Denis Diderot, with Voltaire a star contributor, owed much in conception and subject matter to the *Journal de Trévoux*, a Jesuit attempt to "Catholicize" the spirit of the Enlightenment. It has even been suggested, usually by Jesuit writers, that the Revolution was at least partly due to the dissolution of the Society in France in 1764 and the consequent disruption of schools that "formed the last barrier to the advance of infidel radicalism".

Suppressed altogether by papal decree in 1773, the society was closely identified with the reactionary forces that sponsored its restoration in 1814. In spite of a gingerly tinkering with the Ratio Studiorum its schools were bastions of conservatism, except in the United States, where envoys from Rome were shocked to find that in mid-Western colleges "mercantile courses" took precedence over Latin and Greek.

But in the 1830s fees were reluctantly introduced, and the spread of state education meant that the Jesuit ethos could be fully preserved only in a few private schools. Fr Cyril Martindale, an Anglican convert who had been at Harrow, was appalled by academic standards at Stonyhurst, where Gerard Manley Hopkins had taught in the 1880s.

Today, about a third of 27,000 or so Jesuits are involved in education as teachers or administrators. Methods have been resolutely updated and in Latin America some of the Society's best—and most expensive—private schools have been closed to counter charges of "elitism".

The structure conjured up by Ignatius, Nadal and Polanco has weathered storms that would have broken most organizations. But there is a feeling that, as one media-minded Jesuit, a friend of Marshall McLuhan, put it some years ago, "The Society, once a leader in the communications business, has fallen way behind. We're probably living on the perfume of a vase that's not that full any more."

David Mitchell is the author of *The Jesuits: A History*, published last month by Macdonald (£12.50), and reviewed by Cormac Rigby on page 19.

features

Galileo (right),
Molière (below) and
Voltaire: three
of the better known
products of
the Jesuit system
of education



Mary Evans Picture Library

Soul purpose

Gerald Haigh discourses on the role of church schools

I should begin by declaring a vested interest. I am a communicant member of the Church of England and headmaster of a C of E Aided school. As such, in the eyes of many at all levels of the education service, I am participating in an anachronistic irrelevancy, akin to being boson's mate on a jumbo jet.

You can see what the critics mean. Every year the children of the five Church schools in our town walk to the almshouses to be given a curant bun. This is a quaint and popular survival from an age when the distribution of food was an important act of Christian charity, and it is this sort of image—all embroidered banners and frack-coated benefactors—which dogs Christian education.

To be proud of our traditions, though, and to recall with warmth and gratitude

the visionaries who believed in education all those years ago, is not the same as being stuck in the past. Of this and of the place of Christian education today I remain convinced.

Christianity is about faith and commitment, about self-awareness and responsibility. Real education is about these things, too. As the Catholics said in their evidence to the Plowden Committee almost 20 years ago, the work of education cannot "be adequately undertaken as no more than an exercise in instruction".

But complacency is a long way off. This is a society where your neighbour is as likely to be Hindu as United Reformed and where, in any case, the violently un-Christian consequences of sectarianism are exhibited daily in the media. If, as we do, we send one fifth of our children

into Church schools, might we not simply be adding denominational blinkers to all the other vision-restricting impediments which characterize the standard educational regime? What are Church schools for?

I have been asking this question of myself and other Christians in education. The answers vary from school to school and denomination to denomination, though all share the conviction of the need for a Christian stake in the education system.

You do not have to look at a Catholic school for long to realize what it is there for. There are crucifixes on the wall, some of the teachers might be nuns, and in any case are most likely to be practising Catholics. Religious education will be overtly denominational, and children

will be prepared in school for the various rites of passage of the Church. The aim is to nurture Catholic children in the faith; the Church tries hard to provide a school place for all Catholic children from five to eighteen.

When I spoke to Father Joseph D'Arcy, Catholic Diocesan Education Director in Liverpool, where a third of the children are in Catholic schools, he agreed that the link between Church and school was most important, and went on: "There is a triangular relationship between teacher, parent and priest, with the child at the centre." Richard Cunningham, too, Secretary of the Catholic Education Council, spoke of "bringing them up in the Faith". This is a world where, to the outsider at least, there seems to be confidence, unity of purpose and certainty of goals.

The Church of England displays a markedly less certain exterior. Its primary schools are usually neighbourhood schools open to all and sundry. This, if nothing else, dictates a much less doctrinal and confessional approach than that adopted by the Catholics. A school which contains and welcomes Sikhs and Muslims as well as all brands of Christians is clearly going to be ploughing a hard furrow if it tries to explain itself in terms of denominational commitment.

So there is much emphasis upon

"atmosphere". Clive Jones-Davies, Schools Secretary of the General Synod Board of Education, used the phrase: "A setting which has regard to religion." I know what he means, but you can see how the simpler and more austere Catholic philosophy might be easier to put over.

This openness, at least partly dictated by history (Board schools supplemented but did not supplant Church schools, or compete with them) has been curried into a virtue. We thus have a rationale which says that the Church is in education "as a Christian presence" serving the needs of all men, whether they be Anglicans or not.

By this philosophy, a Church of England school is marked out not by overtly denominational symbols and practices but by a caring, Christian approach. Typically, it will be said that having practising Christians as teachers and as governors will produce a school which has a particular sense of purpose.

To people in the system, and to many parents, this concept is tangible and worthwhile. The problem is that you cannot quantify it, or even easily identify it objectively. A local authority head, for instance, might be put out by the assumption that the Church school down the road has a better "tone" than his—or

indeed that his own philosophy and way of educational life is in any way inferior to that of a Church of England head.

Much the same openness is displayed by the Methodists, who have more than 40 voluntary controlled schools and four with the more independent "Aided" status. Methodist primary schools, like so many Church of England primaries, are generally there for the neighbourhood, with no religious means test. They exist because the Church believes in giving practical expression to the ideal of Christian service.

Visitors often ask me what it is like to work in a Church school. It is a bit like being asked what it is like to wear glasses—you can go for days without ever thinking about it.

Although aided status brings a degree of welcome independence, I spend as much time in consultation with the education office as any other head in the area. Relatively mundane happenings bring reminders of course. The other day I wanted to get our hall window closing mechanism mended, so I contacted the church foundation, only to be told that while they own the outer surface of the windows, the catches and other internal bits and pieces belong to the county.

The really important way that a church can influence its schools and its children,

though, lies in the appointment of staff. In aided schools, the governors appoint teachers, and normally place great emphasis upon religious commitment. In many cases this has led to severe soul searching, and sometimes to deep differences of opinion.

How do you choose, for example, between a good teacher who is a very committed Christian, and a very good teacher who is less committed? Every aided school head is familiar with the dilemma. Attitudes to it vary greatly.

One group of governors may believe it positively healthy to introduce a bit of scepticism into a staffroom. Another foundation may want all its teachers to have a strong evangelical belief. What is certain, of course, is that promotion to the most senior level will be closed to those who are not practising church members.

Trying to keep the dual system thriving into the 1980s has brought one or two problems which we may well come to identify with the decade. Falling rolls, for example, are having a variety of effects. In particular, as city school populations decline and schools compete for pupils, the special position of the church secondary school becomes more and more visible, and thus more and more criticized.

The Church of England, for instance, is being looked at askance from various directions for operating "hidden selection", or for running establishments which favour white, middle-class pupils.

Another by-product of the 1980s contraction may be joint schools run by two (or more) denominations. Cuthbert Mayne School, in Torquay, is a joint Anglican/Catholic 11-16 comprehensive, formed after secondary reorganization when small secondary moderns galloped off into the sunset. Anthony Crist, the head, sees cross-fertilization as a positive advantage. "The fourth and fifth years become interested in religious differences, and learn to understand them", he says.

We are fortunate to have schools run by people whose vision encompasses souls as well as minds and bodies. This overt commitment to spirituality transcends any worries about denominational rivalry or fears of indoctrination. The presence of a strong Christian sector ensures, much more certainly than any legislation covering state schools ever could, that spiritual values will be represented and properly taught.

Gerald Haigh is head of Henry Bellairs Middle School, Bedworth, Nuneaton.

books

A Lady of England

Audrey Laski

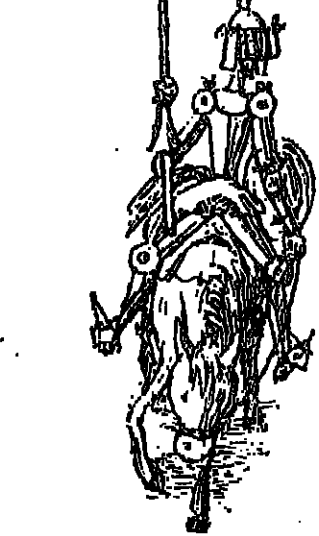
Ministering Angels. By Margaret Murray Cutt. Five Ows Press £9.50, 09038 3802 3.

In mischievous mood, a friend gave me a little book, found in a junk shop, called *Audrey or Children of Light*. In 127 pages, with six full-page illustrations, it covers the conversion to true Christianity of two ill-taught children by an old blind woman, their conversion of a simple-minded beggar who has been faking blindness, and the angelic deathbed scene of the sickly little boy. It is full of innocent childish misconceptions, snatches of hymns, religious sentiment and worked-up parables. It is also surprisingly lively for a book so geared to the desirability of death. Its original owner was a Sunday School prize; it is one of the publications of the Religious Tract Society whose vast output, Nancy Cutt claims, provided the chief reading material of the majority of Victorian children.

Her book is a study of the Tract writers as a phenomenon of social history, rather than of literature, which may be a reasonable approach, since it would be a broad definition of literature indeed which would accommodate them. "We have a country that has a probable disign on us," said Keats; there never were stories with a more palpable design on their readers than these. The object was generally twofold: to drive out corrupting superstition, which interested teachers were making available to an alarming number of young people, by providing plenty of uplifting Sunday reading as an alternative, and to make sure that the lessons of Evangelical Christianity leavened in Sunday School were constantly reinforced so that every child might learn, as Audrey does, "who alone

could make her good, or could teach her not to be naughty". Mrs Cutt's early chapters on the background to the Evangelical tale for children serve to remind us yet again what an extraordinary phenomenon was the altogether moral-free tale for Lewis Carroll gave to childhood, for before the Tract societies began to flood the market with tales with a strong religious bias, most children's reading had been, though not pious, still full of urgent moral purpose. Their palpable design had been to convert children into good, reasonable citizens; the tracts set out to make them citizens of Civitas Dei.

After setting the scene and explaining the growth of Evangelical fervour, Mrs Cutt develops her study through a concentration on four of the most prolific and popular tract writers, all of them women. Maria Louisa Charlesworth was perhaps the most influential; nearly everyone has heard of her *Ministering Angels*. It is only because it is reprinted in *Lark Rise to Candleford* and *The Would-be Goods*, and Mrs Cutt even claims that it had an effect on North American penal reform. Charlotte Tucker, who wrote under the pen-name A.L.O.E., a Lady of England, built the work ethic solidly into her contemporary tales, but also wrote some "extremely sensational religious adventure stories". Hesba Stretton, to whom Mrs Cutt devotes two chapters, took a wider and more generous view; for her, one of the demands of Christianity was for social reform, and she was not afraid to paint a strong picture of slum life. Finally, Mrs Walton, author of a one-time favourite tale of fairground theatre life, *A Peep Behind the Scenes*, as well as a very pitiful *Audrey*, perhaps brought the movement to an end with her



A gentleman of Spain—George Hime's illustrations capture the spirit of M. Cullen's translation of *The Adventures of Don Quixote* (Methuen £9.95), abridged by Olive Jones.

excessive pathos, or perhaps, as Mrs Cutt suggests, was simply born somewhat after her time.

Mrs Cutt's book is a slightly uneasy mixture of social history and biography; the account of Hesba Stretton's life is entertaining and she may deserve a book to herself; but I kept wanting to know more about the books themselves, even if they are not literature, rather than the circumstances which surrounded their writing; without more attention given to the texts, there seemed too little justification for giving so much.

Facsimile facts

The Ancient World. By Martin Roberts. The Medieval World. By J. A. P. Jones. The Early Modern World 1450-1700. By J. A. P. Jones. The Modern World 1700-1900. By Martin Dickinson. The Twentieth Century. By John Hamer. Macmillan Education. All £2.45.

Ten years ago, however committed the attempt to teach historical skills and values, the kings and queens of England with evaluation of evidence, the only way to bring a history class and a written source together was by wear and tear on typewriter and spirit duplicator. Since then paper-backed collections of documents have appeared, the publication of facsimiles has increased and sources have been creeping into the textbooks. Nonetheless there has still been a shortage of course-books which combined sources with thorough coverage of material, let alone which considered this material in the light of quieted equivocal evidence, so as to challenge the tyranny of the absolute "fact".

History in the Making, a series of course-books for 11-16 year olds, attempts to plug this gap. It is impressively illustrated, entirely from contemporary material, maps and site photographs; and as well as the source extracts incorporated in the text, includes sections after each chapter entitled "Using the Evidence", which quote more detailed evidence for a particular issue, and suggest areas of doubt.

This approach is emphasised too in the introductions, which present the historian as detective and compare case studies such as the Great Train Robbery and the case of the Tintern Priory. Indeed, the solved crimes of history pose some fascinating questions for "Using

the Evidence": who killed William Rufus, the Romanovs, Jack Kennedy? Who was behind the Gunpowder Plot, the burning of the Reichstag? Wherever possible, conflicting accounts are given for comparison, and the variety of evidence quoted is excellent, from the Book of Kings' description of the Assyrian attack on Judah, to Dutch interiors as a mirror of commercial society, to the evidence presented at Nuremberg.

Prehistory to the present is the rather staggering timescale covered, but it starts slowly, and while there are obvious advantages to be derived from the study of archaeological as well as written evidence, or ancient society in China and America as well as in Europe, the inevitable result is that by the end of Year 4 nothing will have been studied within nearly 300 years of the present. For the many whose history education comes to a full stop here, this is a major disadvantage, and one with which this series has not come to terms. Of course the books need not be used strictly in order but they are designed to increase in difficulty, and so the solution of substituting the last three books for the first three in Years 1 to 3, though possible, would have to be careful and selective.

One thing the series has achieved, though, is a reasonable balance between European and extra-European history. If the content of all the books except *The Ancient World* is predominantly European it is never without reference to important events elsewhere in the world. The books could be criticised for containing little detailed history of China, for example, or in recent times the Third World—but the balance successfully struck makes a positive use of the "new history" without abandoning the better qualities of the old.

Jessie Saraga

Travellers' tales

Mary Anne Woolf

The Travels of Marco Polo. By Gian Paolo Casarini. The Travels of Captain Cook. Illustrated by Piero Ventura. Kestrel £3.95 each.

These are adventure stories with a famous person as the hero in a large picture book format. This seems an attractive way to introduce children to a large amount of new information and ideas. These books, translated from Italian, contain a wealth of facts and yet succeed in conveying the sense of wonder and the excitement of discovery.

The illustrations are admirably suited to their subject matter. They give a feeling of space and yet are full of interest, showing the native peoples engaged in different activities. They will occupy and capture the imagination of children, especially those like the cross-section of the "Endeavour" of the one showing the "population of China". There are some lovely pictures of sailing ships and some more purely informative ones showing Australian animals, Chinese inventions and spice plants.

The text blends story telling and straight fact in a curious mixture of colloquial and formal phrases, short sentences and long words. For

example, Captain Cook, said, his crew are "amazed at the sight of an extraordinary animal... Yes, for the first time Europeans were looking at a kangaroo. This one was in fact a grey kangaroo. There are other types."

Mr Casarini has taken pains to put these travels and discoveries into an historical context. He describes Medieval Venice and explains why his contemporaries did not place much credence in Marco Polo. He also points out how different the Indonesian and Chinese societies were from European society and how this called for a tolerance, understanding and respect which Europeans have not always exercised.

The attempt to cover such a wide field and yet remain readable and attractive in presentation has led to a few strange gaps—a map of the "concept of the helicopter" with no mention of the helicopter, "the great discovery of the 'Endeavour' of the one showing the 'population of China'". There are some lovely pictures of sailing ships and some more purely informative ones showing Australian animals, Chinese inventions and spice plants.

The text blends story telling and straight fact in a curious mixture of colloquial and formal phrases, short sentences and long words. For

Blatant irony

Authors in Their Age. Jane Austen in Their Age. Edited by Michael Blackie £3.25, 216 908-442.

An easy and often useful method of introducing a writer to a new audience is to examine his or her work in relation to the content of his or her life. This is a method which is used by many teachers and sociologists. However, consideration of the content of the author's work per se must not be neglected.

Valerie Grosvenor Meyer in *Authors in Their Age: Jane Austen* has long been a critic of the content of Austen's novels in her content of the context in which they were written. Many of the lengthy quotations from contemporary sources could be condensed summarised and collated together: their connection with

Austen's writings is frequently tedious and unenlightening. Far too few passages from the novels are cited, and opportunities for exploring Austen's treatment of current issues are entirely missed. The attitude also not made aware of the complex literary and philosophical issues which both Austen and her contemporaries were grappling with.

Ms Meyer's style is at times excessively colloquial—there is an excuse for phrases such as "critical likes" or "appearing in a critical text"—and her terminology is confusing. Austen's terminology is not successful. Charming illustrations are spoilt by rather flat captions.

Edwina Buckner

Down on the farm

by David Kilpatrick

Despite rising transport costs, education cuts and the recent opening of an education department farm within the city itself, Sheffield schools have been able to keep the farmyard at Chatsworth House as a regular day-visit destination. Before this season started there was doubt as to whether the £30 coach trip and admission costs could be justified. "We now know it will be", said education adviser Bob Rogers, who is responsible for environmental teaching. "People underestimate the number of children we have in urban areas. Why should they miss out on rural education?"

Chatsworth's farmyard was established in 1974. The idea came from the Duke and Duchess of Devonshire, who were receiving a great many questions about running a large agricultural estate. The farmyard is on a one-acre site and the aim is to display and explain as many aspects of farming and forestry as possible. Various types of livestock are on display. They are unusually accessible: children can touch them and look closely.

From the start, Sheffield schools provided a flow of party visits. The catchment area for Chatsworth also includes Manchester, Nottingham, Derby, and parts of Cheshire and the Potteries. Each year 75,000 people visit the farmyard (compared with 250,000 visiting the stately home). It is estimated that half of these are children.

In 1979, Sheffield Education Department opened Whirlow Hall Farm Trust, which has a similar dry and served by regular public

transport. The idea was that schools should have access to a working farm with true participation, rather than use Chatsworth and the dozen or two commercial farmers prepared to accept school visits. After Whirlow Hall was opened there was doubt whether the expensive trips to Chatsworth would be justified.

Since Chatsworth had supplied livestock and advice when Whirlow Hall was set up this seemed unfair, so it was a relief to find that Whirlow and Chatsworth are different resources. Whirlow has a much smaller capacity and is run as a working and self-financing unit. It is ideal for children who can benefit from long periods spent working on the farm. It also provides job experience.

Though attached to a stately home with a massive tourist trade, the Chatsworth Farmyard has been structured to educate. The exhibits are labelled in detail and some displays are graphic: the pile of logs which represents how much timber a certain area grows in a certain time never fails to surprise the visitor.

At present there is no official resource material for visiting parties so teachers visit in advance, on their own or in briefing groups. One teacher who made a preliminary visit was Brian Wilson, head of Matlock School, Derby.

"I visited the yard beforehand and set a questionnaire for the children. The farm is very well laid out and the text explanations are ideally suited to top junior age pupils", he said. One of the text panels being used for notes by the

Matlock children was next to the milking demonstration. Blank spaces left for feedstuff costs on this panel are updated when prices change. The milking demonstration takes place every day at 1.30 pm and isn't missed. Farmyard manager Stan Liddell explains that the cows do get a little nervous during milking when a small amphitheatre faces them instead of other cows. He has to encourage them with extra food.

Chatsworth's agent, Derrick Penrose, is naturally relieved that despite cuts in school trips, his farmyard has stayed on the list of essential visits. It rewards the attention paid to school needs by his staff. "We are influenced by suggestions made by teachers on annual briefing days. For example, we now set aside Mondays and Fridays for infants, with midweek days for older children. The teachers find this stops the older children pushing the little ones around", he said.

"We advise as high a teacher-pupil ratio as possible, and if there are not enough teachers we encourage parents to come", he explained. "The admission charge for a child is 25p, and the concession for school parties is that all accompanying adults, whether teachers or pupils, pay only the 25p charge as well."

April to September inclusive: Monday to Friday, 10.30 am-4.30 pm. Saturday and Sunday, 1.30 pm-5.30 pm. Bank Holidays, 10.30 am-5.30 pm.

Details from The Manager, The Farmyard at Chatsworth, Bakewell DE4 1PN (Derbyshire). Telephone: 024 685 2204.



Going, going, gone

For years Christie's, the auctioneers, have been taking photographs of the more distinguished of the items being sold through their salerooms. The result has been the building of a large reference collection of works of art, most of them in private hands and not available for public viewing.

Now the 70,000 pieces and paintings involved have been recorded on microfilm by Minuteman Ltd, which is offering the collection for sale, in part or as a whole, under the title *Christie's Pictures*. It is made up of one ring binders each containing 100 postcard-size fiche carrying 60

images, all captioned with attribution and appropriate background information. Indexing allows simple reference to artists by name or by school and the collection is so arranged that each may be seen in context with his contemporaries. Objects are arranged similarly, ranging from silver and furniture to ceramics, antiquities, arms and armour.

Altogether there are 1,200 fiche in the series. Each has been designed for reproduction and prints may be obtained from photographers in the normal way without infringing copyright. The cost of the complete series is £2,000, which includes a reader, but part of the collection may be purchased separately. Anybody spending £800 or more is supplied with a miniature reader free of charge—this equipment may also be used as a microfiche reader for £75. A hand magnifier is also available at £35. The company is shortly to publish a list of the Wallace Collection

and of the Alinari archive of art and architecture in Italy. Full details can be obtained from Minuteman Ltd, at 32 The Mall, London W5.



resources



"Frances Day" by Angus McBean

Flamboyance and realism

by D. J. Hart

While the period between the world wars has come to symbolise a dark age, we must strive not to repeat the Arts Council's *Modern British Photography 1919-39* is characterised by a relaxed flamboyance. Gone is the soft focus and the imitation of painterly impressionism, but the new assurance is really no more concerned with the state of the world than was the style that immediately preceded it. Positioning the camera, arranging the light for sharp contrasts, trying new tricks, is what the new as well as the old photography was about.

Northumberland colliers smiled for Edwin Smith and an East End girl danced in the street for Bill Brandt. The celebrities—Isabel Wood, Novello, Gillian Baskin, a whole host of them—looked into the distance or into their souls, no doubt as their various portraitists suggested. The exception was T. S. Lawrence, who appears painfully disturbed as he stares full-face into Howard Coster's camera.

It is said that a new realism emerged. Ward Muir showed men going down steps past an Underground station sign and E. O. Hoppé (having settled in London) focused on people's backs as they went up some steps in Berlin. Brandt found a black snicket in Halifax and Norman Parkinson's *Outside the Palace* has two women counterpointing past a duty guardman.

This last, however, was a fashion shot. Harper's Bazaar, and the other three pictures are available not for documentary truth-telling but for self-conscious and utterly confident artistic eloquence.

One picture throws everything else off balance: Francis Bruguière's "Lloyd George", which

is photographed as though it were 1980. He looks as if he is on what we now call a walkabout, but you can see in his face that reality for him was an everyday life and death campaign.

In contrast there are pictures of far more epoch-encompassing controversy. Madame Yevonde's colour photographs are often startling in effect. "Lady Malcolm Campbell as Nipper" in vivid close-up, with great blinks of tears on her cheeks, is, unlike though it sounds, a strong and perceptive portrait. Because they were made with such apparently innocent ease, Shaw Wildman's "Burberry at Brooklands" (fashion models posing beside a racing driver in his car), and Angus McBean's surrealistic portrait of Frances Day (she is in a lobster basket in a Dali-style landscape) have to be taken at their face value—as fun pictures which in their time constituted a real artistic innovation and were commercially viable.

John Havinden was no intruder for such company. His dark "Self-portrait" splits off half his face, leaving only an island of unexpected eye. It was made in 1929 and might be expected to relate to social issues, but his fellow artists were still concerned with just framing things: neither the world nor the mind had yet been allowed to disturb the composition. What they achieved was nevertheless fascinating; it's a most enjoyable exhibition.

Modern British Photography is at the Museum of Modern Art, Oxford until August 31. It moves to Leeds, where the University of East Anglia, University of Sussex, Bolton, Worcester and Newport.

Town and gown

Exeter University and the local branch of the National Association of Careers and Guidance Teachers have cooperated to produce a pack of 80 colour slides showing the university and Exeter life. A typed script offers appropriate explanations for use as a commentary where required. The slides offer a pictorial entry on the university and its buildings, show its setting

and relationship with the city; reveal the study facilities and resources for various types of academic work; show the facilities for recreation and accommodation, explaining how the health services work and offer an introduction to the various counselling services available. The pack may be hired for £5.50p or bought outright for £25 from the local NACGT representative, Mr J. Jago, of Maple Leaf Cottage, Exford, Exeter, Devon, EX4 3RE.

